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A HISTORY OF MARSHALL COLLEGE, 1837 TO 1915

**A Thesis Submitted to the Department of History of Marshall
College in Partial Fulfillment of the Requirements
for the Degree of Master of Arts**

By

Robert Chase Toole

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May, 1951**

THIS THESIS WAS ACCEPTED ON May 16 1951
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as meeting the research requirement for the master's degree.

Adviser H. Gresham Toole
Department of History

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CHAPTER I

MARSHALL ACADEMY, 1837-1858

The oldest and largest building on the Marshall College campus, "Old Main," stands on the site where religious meetings were held almost from the beginning of the last century. This location was known as "Maple Grove," but the small log building that had been erected there was called "Mount Hebron Church." It was used by the Baptists, Methodists, Presbyterians, and all other denominations that wished to use it.

Mount Hebron Church also served as a center for a subscription school for the area.¹ The tuition for this school varied from twenty-five cents to a dollar a month for each pupil, and the school was open but three months each year. Since the teacher was selected for one term only, there was little continuity in the school program. The need for an annual school on a permanent basis was generally felt

¹ Virgil A. Lewis and Lawrence J. Corbly, History of Marshall Academy, Marshall College, and Marshall College State Normal School (West Virginia), p. 4. Lewis was State Superintendent of Free Schools and President of the Board of Regents of the State Normal Schools (1892-1896). Corbly was Principal (1896-1907) and President (1907-1915) of Marshall College.

in the neighborhood by 1837.² In the summer of that year the subscription school was conducted by Isaac N. Peck and one assistant teacher.

At this time the people of the nearby town of Guyandotte and the farmers living on the site of the present city of Huntington agreed to found an academy. Because of the incorporation laws of the State of Virginia this required an act by the General Assembly of the state. Therefore, the matter was placed in the hands of the Honorable Solomon Thornburg, delegate from Cabell County.³ According to tradition, the meeting of the founders of the academy was held in the home of John Laidley, one of the active leaders in this movement. He was also a friend and admirer of Chief Justice John Marshall, for whom it was decided to name the academy.⁴

The General Assembly of Virginia passed an act on March 30, 1838, incorporating Marshall Academy in Cabell County and appointing a board of trustees for the academy. John Laidley and eight other men were named as the trustees.

² Benjamin H. Thackston, "A Short History of Marshall College," Marshall College Catalogue, 1899-1900, p. 13. Thackston was President (1858-1860) and Principal (1881-1884) of Marshall College.

³ Lewis and Corbly, op. cit., p. 4.

⁴ Marshall College Bulletin, XXXIV, p. 29. Hereafter cited as Bulletin.

The act provided that the lands, goods, and movable property authorized should not exceed \$20,000.00 in value. The trustees were given the power to appoint a president, instructors, a treasurer, librarian, and other officers. They were also authorized to make by-laws, rules, and regulations necessary for the operation of the school. The treasurer was to receive all monies accruing to the academy and to make all payments on the order of the board. The law was in force from the date of its passage.⁵ John Laidley became the president of the board of trustees, a position that he held during the entire history of the academy.⁶

On the following 30th of June, the trustees purchased the lot containing the "academy" and including one and a quarter acres. The purchase was made from James Holderby and his wife, Lucy, for the sum of \$40.00. The deed of sale specified that the lot was to be used " . . . for the express purpose of an Accademy [sic] and for no other use."⁷

The trustees then erected a new building for the school. The funds for the purchase of the land and the erection of the

⁵ Acts of the General Assembly of Virginia, sess. of 1838, pp. 167-168. Hereafter cited as Acts of Va.

⁶ Journal of the House of Delegates of Virginia, sess. of 1839-1840, Doc. 4, p. 37. Hereafter cited as Journal; Lewis and Corbly, op. cit., notes (no p.).

⁷ Deed Book. Records of Cabell County, West Virginia. Volume G-7, pp. 76-77. Hereafter cited as Deed Book.

building were procured by the trustees by private subscriptions. The new structure was a two-story, brick building, twenty-two feet wide and fifty feet long,⁸ containing four rooms.⁹ It was completed by February, 1839, except for painting. The trustees, by incurring some debts, also sank a well, enclosed the lot, and made other improvements.¹⁰ The Methodists and Presbyterians in the vicinity assisted in the construction of the building, and for a time alternately used one of its rooms for religious services.¹¹

Isaac N. Peck, the head instructor at the old Mount Hebron school, served as principal of the academy during the first school year, 1838-1839.¹² Although the act of incorporation authorized the appointment of a "president," the heads of the school during its history as an academy were called "principal" or "professor." The new building was near enough to completion for the school to begin in early September, 1838. The school year lasted until August 1, 1839, a term of eleven months.

⁸ Journal, sess. of 1839-1840, Doc. 4, pp. 36-37.

⁹ Thomas E. Hodges, "Historical Sketch," Marshall College Catalogue, 1892-1893, p. 28. Hodges was Principal of Marshall College (1886-1896).

¹⁰ Journal, sess. of 1839-1840, Doc. 4, pp. 36-37.

¹¹ Thackston, op. cit., p. 13.

¹² Bulletin, XXI, No. 5, inside back cover. This is a list of the principals and presidents with the dates of their administrations. No data used from this list conflicts with available primary sources.

The academy was organized in two departments, a primary school and a classical department. The primary school was placed under a "well-qualified" teacher, who was guaranteed twenty-five pupils at \$12.00 tuition per year, a minimum salary of \$300.00. The trustees paid this fee for all the poor children who would attend. The classical department was taught by Professor Peck, "a gentleman well qualified to teach the languages, mathematics, etc." He was promised a salary of \$500.00 for the first year, and \$600.00 annually thereafter. The students of the classical department were charged \$20.00 tuition per year, and the trustees were to make up any deficiency in Peck's salary.

The State of Virginia, through its Literary Fund, gave the academy financial support. During the first year the trustees had to use every dollar received from the state to pay the teachers. They hoped, however, that after this year they would be able to save something towards purchasing scientific apparatus, a library, and other equipment. The money from the Literary Fund was assigned to the county school commissioners, who in turn transferred it to the trustees of the academy. It was the only source of income for the school, other than the tuition fees.¹³ The academy received \$213.70 from the state for the first year.¹⁴

¹³ Journal, sess. of 1839-1840, Doc. 4, pp. 36-38.

¹⁴ Ibid., p. 14.

Peck was succeeded by Jacob Harris Patton, who served as principal for the school year 1839-1840.¹⁵ He, too, taught the students of the classical department, at a salary of \$500.00 per year. It was also necessary to obtain a new teacher for the primary school. This time the trustees had difficulty in hiring a qualified teacher at the salary they were able to pay. One of the principal objects of the private sponsors of the academy had been to introduce to the community a type of teacher and a course of study that would have an influence, by their good example, in the selection of teachers in the county, ". . . for it is to be regretted that the greater part of that class (without any imputation of intemperance or immorality) are not qualified to give literary instruction."¹⁶

During this year the academy received \$189.65 from the state.¹⁷ This fell short of the sum promised, and the trustees had to pay the deficit from their private funds. They had made tuition fees very low and the boarding expenses reasonable with the aim of placing the school within reach of the people generally; but they found that ". . . there are prejudices to overcome in this, as well as in any other system that has the

¹⁵ Bulletin, XXI, No. 5, inside back cover.

¹⁶ Journal, sess. of 1840-1841, Doc. 4, pp.37-38.

¹⁷ Ibid., p. 17.

appearance of innovation upon old habits." Nevertheless, they believed that they would succeed in keeping up " . . . a good school preparatory to entering college . . . and in preparing young men for teachers in the common schools in the country."¹⁸

Patton resigned to accept a professorship at East Tennessee University (now the University of Tennessee).¹⁹ A Presbyterian minister,²⁰ the Reverend A. E. Thom, succeeded him as principal during the years 1840-1843.²¹ He was promised a salary of \$200.00 per year, in addition to the tuition fees from the classical department.

The school year was divided into a winter session of six months and a summer session of four months, with the tuition charged proportionately. Deductions were made from the tuition fees in case of long sickness. Board was provided in "respectable families" near the academy for \$30.00 for the ten months' period.

The winter session began on October 1st with an introductory address by the principal. The courses taught in the

¹⁸ Ibid., sess. of 1841-1842, Doc. 4, pp. 44-45.

¹⁹ Lewis & Corbly, op. cit., p. 6; Stanley J. Folmsbee, "East Tennessee University, Pre-War Years, 1840-1861," in East Tenn. Histl. Soc. Publications for 1950, f. n., p. 60.

²⁰ Hodges, op. cit., p. 29.

²¹ Bulletin, XXXI, No. 5, inside back cover.

classical department included languages, mathematics, sciences, composition, elocution, and music. French and Hebrew were also taught, for an extra charge. The primary school taught " . . . all the branches embraced in a good English education." The government of the academy was " . . . gentle and persuasive, and of the strictest moral character." All students were required to attend religious services held in the academy on Sundays.²² During these years the students formed a literary society, which purchased the Harper family's library for the school for a comparatively small sum.²³

The amount received from the state remained the same during 1840-1841, declined to \$158.02 in the following year, and dropped to \$28.95 in 1842-1843.²⁴ The trustees found that the uncertainty about this appropriation very much affected the inducements to the professors who might be employed for the academy. They also discovered that the system of dispersing the fund through the county school commissioners was unsatisfactory, for " . . . political factions which so unhappily exist in all parts of the government,

²² Journal, sess. of 1841-1842, Doc. 4, pp. 44-45.

²³ Ibid., sess. of 1842-1843, Doc. 4, p. 40.

²⁴ Ibid., sess. of 1841-1842, Doc. 4, p. 18; Ibid., sess. of 1842-1843, Doc. 4, p. 20; Ibid., sess. of 1843-1844, Doc. 4, p. 22.

cannot be expected to keep clear of this board."²⁵

In 1842 the trustees found it necessary to petition the House of Delegates for an additional appropriation.²⁶ The House Committee of Schools and Colleges, however, reported that it was inexpedient to grant the appropriation because of the already encumbered finances of the state. This report was approved by the House and no further action was taken.²⁷

The inadequacy of the support from the state forced the trustees to revise seriously their plan of operation. To supplement this support they planned to make public collections. They also planned to replace the assistant teacher by a woman teacher capable of conducting a "female department," but the records do not indicate that they carried out this latter plan.²⁸ They were able, however, to raise a subscription by private donations, to employ two teachers throughout most of 1842-1843, and to maintain the academy at the high school level.

During these years young men left the academy and "entered upon the learned professions with respectable preparations . . ." without ever having attended any other

²⁵ Ibid., sess. of 1842-1843, Doc. 4, p. 40.

²⁶ Ibid., sess. of 1841-1842, p. 56.

²⁷ Ibid., p. 210.

²⁸ Ibid., sess. of 1843-1844, Doc. 4, p. 35.

school. In 1842-1843 five of them were employed in teaching school. In spite of these achievements there was much opposition to the academy, as is indicated by the complaint of the trustees: "And yet the envy of the friends of the primary school system is violent against academies and colleges."²⁹

Thom was succeeded by the Reverend Josiah B. Poage, who headed the academy during the years 1843-1850.³⁰ Poage, too, was a Presbyterian minister.³¹ The school was organized in three departments, the additional one being intermediate to the old primary school and classical department. The studies in the primary department were the "Three R's," reading, writing, and arithmetic. The intermediate department offered English grammar, geography, and higher arithmetic. The students in the classical departments studied Latin, Greek, history, mathematics, philosophy, astronomy, chemistry, and other subjects.³² Mr. Poage spent a short part of each day instructing the students in singing, which at least caused an improvement in the church music in the religious services at the academy. More than thirty boys and girls attended the

²⁹ Ibid., sess. of 1844-1845, Doc. 4, pp. 42-43.

³⁰ Bulletin, XXI, No. 5, inside back cover.

³¹ Lewis and Corbly, op. cit., notes (no p.).

³² Kanawha Republican, Oct. 3, 1843.

summer session which began on May 1, 1844.³³

The financial troubles of the institution continued. The receipts from the state increased only very slightly to \$36.42 in 1843-1844, and again to \$68.07 in 1844-1845 and in 1845-1846.³⁴ After this last year, however, the payments from the state were discontinued completely. During the eight years that the state had given financial aid to the academy, it had contributed a total of \$952.53, an average of \$119.07 per year. Even before the payments from the state were discontinued, the county school commissioners had withheld the principal part of the fund which the school's trustees had expected from the academy, leaving the trustees to their own resources.³⁵ A large part of the money that had been supplied by the state had been used to purchase apparatus for the "illustration" of the science courses.³⁶

Nevertheless, the trustees continued to operate the school, the only one in the county where languages and higher mathematics were taught. Every year it supplied young men who were better qualified as teachers than could otherwise have

³³ Marshall College Catalogue, 1905-1906, pp. 15-16. Hereafter cited as Catalogue.

³⁴ Journal, sess. of 1844-1845, Doc. 4, p. 24; Ibid., sess. of 1845-1846, Doc. 4, p. 23; Ibid., sess. of 1846-1847, Doc. 4, p. 23.

³⁵ Ibid., sess. of 1845-1846, Doc. 4, p. 48.

³⁶ Ibid., sess. of 1847-1848, Doc. 4, p. 60.

been found.³⁷ During these years the academy enjoyed a wide and favorable reputation. The trustees felt that the academy was doing more real service than was derived from all the funds expended on the public school system in the county.³⁸ The patrons of the school continued to make heavy contributions to maintain it.³⁹

The academy began to decline after Poage left in 1850 and for several years it was little more than a primary school.⁴⁰ Principal Poage was succeeded by Henry Clark, who was in turn succeeded by Joseph Foster. Both Clark and Foster served as principal for a short time in 1850.⁴¹

At the first meeting of the Western Virginia Conference of the Methodist Episcopal Church, South, the trustees of the academy offered the control of the institution to the conference. At this meeting, held at Parkersburg in 1850, the offer was accepted and Marshall Academy passed under the nominal control of this conference. Immediately after the acceptance the trustees informed the conference that considerable improvements must be made to the academy. They also told the

³⁷ Ibid., sess. of 1845-1846, Doc. 4, p. 48.

³⁸ Ibid., sess. of 1846-1847, Doc. 4, p. 45.

³⁹ Ibid., sess. of 1847-1848, Doc. 4, p. 60.

⁴⁰ Hodges, op. cit., p. 29.

⁴¹ Bulletin, XXI, No. 5, inside back cover.

conference that it would be required to raise, or take an active part in raising, the necessary funds. A question was asked about the character of the title to the academy property. This prevented unanimity of action by the members of the conference in their efforts to raise the required money.⁴² Since the act of incorporation of the academy was not amended until 1858, the trustees continued to exercise the principal control of the academy until that date.⁴³

Principal Foster was succeeded by the Reverend W. B. McFarland, who served during the years 1850-1853.⁴⁴ In 1853 the trustees addressed the conference meeting at Clarksburg by letter. They gave the conference assurances as to the perfection of the title to the academy property; and made pledges that would satisfy the doubting members, if the pledges were redeemed.⁴⁵

McFarland was followed by the Reverend Staunton Field, who headed the academy in the school year 1853-1854.⁴⁶ Field was a Southern Methodist minister, and a member of the Western

⁴² Lewis and Corbly, op. cit., notes, p. 1.

⁴³ Acts of Va., sess. of 1857-1858, p. 212; Lewis and Corbly, op. cit., notes, pp. 4-7.

⁴⁴ Bulletin, XXI, No. 5, inside back cover.

⁴⁵ Lewis and Corbly, op. cit., notes, p. 1.

⁴⁶ Bulletin, XXI, No. 5, inside back cover.

Virginia Conference.⁴⁷ He was succeeded by William R. Boyers, who served as principal of the academy from 1854 to 1858. Boyers was the last principal of Marshall Academy. He had received the Master of Arts degree,⁴⁸ and was, therefore, considered an unusually well educated man.

In at least one of these years during Principal Boyers' administration there were more than a hundred students attending the academy. The school had a library and the students organized literary and debating societies.⁴⁹ The Erodelphian Literary Society was formed in 1855 by young men who were " . . . desirous of improving ourselves in literary affairs" The members wrote essays and submitted them to one of the officers of the society, the "Reviewer," who read and criticized the essays at the meetings. Another officer, the librarian, had charge of all books belonging to the society. Members were fined ten cents for failure to perform their parts in the programs, others for disorderly conduct, and one for " . . . immodest language and obscene pictures on his last essay." It would appear that

⁴⁷ Lewis and Corbly, op. cit., notes, p. 5.

⁴⁸ Bulletin, XXI, No. 5, inside back cover. In the records written while Boyers was principal of the academy and for several years thereafter his name was spelled "Boyers" almost without exception. Later it was sometimes spelled "Boyer."

⁴⁹ Catalogue, 1905-1906, pp. 18-19.

student conduct is not exclusively a modern problem. The society adjourned in the summer of 1856, and passed out of existence.⁵⁰

✓ In the fall of the same year the students petitioned the faculty of the academy to allow a new society. Early in 1857 they organized the Erodelphian Literary Society Number Two. The members published a paper called The Sprout, which appeared in at least two issues. They also gave "Original Orations" and took part in debates. Among the questions debated were "Are the works of nature more beautiful than the acts of man?" "Is ignorance worse than laziness?" and "Is the drunkard to be pitied more than his family?" The last question must have disrupted the society, for the available record ends with this debate in the spring of 1857.⁵¹ ✓

At the meeting of the Western Virginia Conference at Louisa, Kentucky, in 1854, the trustees submitted additional assurances concerning the title to the academy property. A favorable decision in regard to it was at last given by the conference. In the following year, at the meeting of the conference at Buffalo, Virginia, the question was raised as to the right of the conference to control the academy. This was debated at great length and finally settled in the

⁵⁰ Minutes of the Erodelphian Literary Society of Marshall Academy, pp. 1-12.

⁵¹ Ibid., pp. 16-30.

affirmative, five years after the conference had accepted control of the academy in 1850. At the conference meeting at Guyandotte, in 1856, it was resolved that the board of trustees of the academy should fill all vacancies on the board by the appointment of such persons as might be nominated by the conference.⁵²

✓ During this period, probably in 1856, the trustees erected a three-story, brick addition at the west end of the old building. This addition was about eighty feet long and thirty feet wide. The entire first floor of the addition was furnished for a school chapel and for church services. The upper floors were intended to be used for classrooms and a dormitory, but financial difficulties caused them to be left unfurnished for some time.⁵³ "The Chapel" was used for church services by the Methodists, Presbyterians, and Episcopalians for several years.

Most of the money used to build this addition had to be borrowed.⁵⁴ One of the debts incurred by the trustees was to Robert S. Holderby, for \$550.00, due in February, 1858. To secure Holderby for this amount, a deed of trust on the academy property was made in February, 1857, between the

⁵² Lewis and Corbly, op. cit., notes, pp. 1-2.

⁵³ Thackston, op. cit., p. 14.

⁵⁴ Hodges, op. cit., p. 29.

trustees, Holderby, and George W. Mason. The trustees of the academy conveyed to Mason, trustee for Holderby, the property and all of its improvements " . . . except the Chapel and the free use of said Room for the benefit of public preaching" This was done with the condition that if the trustees of the academy paid Holderby the full amount of the debt when due, the deed would be void. If they failed to do this, Mason would sell the property to the highest bidder, whenever required to do so by Holderby. From the proceeds Mason would pay the debt to Holderby and pay the remainder, if any, to the trustees of the academy.⁵⁵ The latter also owed \$200.00 to a brick-mason and \$305.00 to a carpenter for construction work on the building.

The next session of the conference was held at Charleston in September, 1857. The Reverend Staunton Field, chairman of the Special Committee on Education and a former principal of the academy, made a report on the condition of the school. He reported that the trustees had failed to communicate with the conference. In the management of the academy and in the representation of its character to the public, all relations of the conference with it had been utterly ignored. In addition to the debts already mentioned, Principal Boyers now had a claim against the trustees for \$575.33. This claim was for

⁵⁵ Deed Book, Volume L-12, p. 293.

fitting out the basement and third floor of the new addition and for other improvements to the academy. The building was still unfinished. It would take several hundred dollars more to finish the necessary construction work.

Field concluded his report with the statement that it was necessary to relieve the financial embarrassments of the academy and to attain a more direct control of its government and affairs than had been possessed or exercised by the conference prior to this time. To prevent the academy from being lost by the conference through its sale for debts, he proposed a plan of action in a set of resolutions. His report and resolutions were adopted and immediately acted upon by the conference.

Members of the conference formed an organization called the Marshall Academy Joint Stock Company. It was composed of thirty members, including both ministers and laymen. Among the stockholders were Bishop George F. Pierce, Staunton Field, Samuel Kelly, Richard A. Claughton, and George B. Poage. Each member took one \$50.00 share and pledged the future payment of that amount. The total subscription was thus \$1,500.00. As security, each stockholder was entitled to a four-year scholarship at the academy for a student of his choice. Also, the members planned to obtain a deed of trust on the academy property. A board of directors was appointed, with the Reverend Samuel Kelly as president

and Staunton Field as treasurer of the board and field agent for the academy.

The conference resolved that the trustees of the academy should petition the General Assembly of Virginia to amend the charter of the school. This amendment should increase the number of trustees to twenty-one, with the additional members to be elected from the members of the conference. The conference also resolved that its ministers should be required to take up a public collection for the academy at every church. Finally, the conference appointed a committee, including Reverend Kelly, to make arrangements with the trustees to secure more direct control of the academy for the conference.

This committee met with the trustees in the following month, October, 1857. At the suggestion of the committee and in accordance with the action of the conference, the trustees resolved that their president, John Laidley, should prepare a petition to the legislature. This petition should request an amendment to the charter of the academy, so as to increase the number of trustees in the manner already suggested by the conference. The amendment should also confer college privileges to the academy.

The available records do not indicate exactly when the request for college privileges was added to the other

resolutions of the conference.⁵⁶ ✓ The purposes of the members of the conference in requesting a college status for the academy were to increase the usefulness of the school and to help their denomination.⁵⁷ The editor of the Southern Methodist Itinerant, the official publication of the conference, stated an additional purpose in an editorial published a few months later.

✓ This is a Methodist College . . . a Southern institution. . . . It is immediately below Guyandotte and just above Ceredo. The last named place is a newly located town . . . located for the avowed purpose of colonizing from the New England States, and filling up that beautiful part of our State with a class of men who are prejudiced against our State Institutions; hence it is of greater importance, that our Southern College, in that community, be at once placed on high and safe ground. . . . And, we are of opinion, that the great body of those we now address fully concur with us in sentiment . . . let a vast number of new recruits volunteer to come to its rescue. . . . Then, Marshall College will rise as a star in the West.⁵⁸ ✓

The committee of the conference also made an inquiry into the indebtedness of the academy. It found that the total debt was now about \$1,790.00. Since the \$1,500.00 subscribed by the joint stock company would not cover the debt, much less the money needed to finish the addition to the building, the

⁵⁶ Lewis and Corbly, op. cit., notes, pp. 4-7.

⁵⁷ Thackston, op. cit., p. 14. The Southern and Northern Methodists had separated completely in 1844 over the slavery issue.

⁵⁸ Quoted in Lewis and Corbly, op. cit., notes, pp. 10-11.

committee proposed paying one debt at a time. The chairman announced that each stockholder would be expected to pay \$10.00 on his stock in November and \$15.00 in January.

The committee then met with Principal Boyers. It made arrangements with him to remain as principal for the rest of the academic year. The committee did not regard Boyers' position as permanent,⁵⁹ possibly in part because he was a Presbyterian. Perhaps he was also a northerner. Staunton Field emphasized the fact that the Conference wanted "a southern man" to head the school.⁶⁰ It found that the last session of the academy had closed with an enrollment of ninety-three students.

In November John Laidley wrote a petition to the House of Delegates asking that the legislature pass an act to incorporate the academy as a college. He pointed out that, since the incorporation of the academy, the trustees had been able to keep up a good grammar school which had received liberal support. With the assistance of the Methodist Episcopal Church, South, they had recently made a large addition to their building, so as to be able to accommodate a large college. The people of Western Virginia had heretofore found it necessary to send their sons and daughters to Ohio or

⁵⁹ Lewis and Corbly, op. cit., notes, pp. 4-6.

⁶⁰ Catalogue, 1905-1906, p. 18; Letter of Staunton Field to T. H. Breckenridge, Sept. 28, 1858.

Pennsylvania to college. They would prefer supporting an institution at home. Laidley stated that the trustees felt that they would be able to secure ample support for a first-rate college.⁶¹

On March 4, 1858, the General Assembly of Virginia passed an act which amended the act of 1838 and established Marshall College. A new board of trustees, with twenty-one members, was appointed. Eleven of these, a majority, were members of the Western Virginia Conference, including Staunton Field, Samuel Kelly, Richard A. Claughton, George B. Poage, and John W. Hite. Of the other ten only two were original members of the board appointed in 1838. John Laidley now ceased to have an official connection with the institution. The academy became legally a college; and the Methodist Episcopal Church, South, by virtue of controlling a majority of the votes on the board of trustees, now had effective control of the institution.⁶²

⁶¹ Lewis and Corbly, op. cit., notes (no p.).

⁶² Ibid., notes, p. 4; Acts of Va., sess. of 1838, pp. 167-168; Ibid., sess. of 1857-1858, pp. 212-213.

CHAPTER II

MARSHALL COLLEGE, 1858-1861

The law of 1858 which established Marshall College gave the new trustees powers similar to those of the original trustees. The president of the college, with the consent of the trustees, had the power to establish and regulate the methods and courses of instruction and to adopt and enforce rules necessary for the administration of the college. The president and professors were entitled "the faculty of the college."

The trustees had the additional power of examining any candidate for a "literary degree" whom the faculty might recommend. They were also empowered to confer literary degrees on such candidates as in their opinion merited them, " . . . in as ample a manner as any college of this commonwealth can do." They were empowered to remove or suspend the president or any of the professors or instructors at any time. Finally, they were authorized to admit such students as they judged proper free of tuition, either in whole or in part, as far as their funds might permit. The provisions of the law closed with the statement that " . . . nothing herein contained shall be so construed as at any time to authorize the establishment of a theological professorship in said college."¹ Thus

¹ Acts of Va., sess. of 1857-1858, pp. 212-213.

Marshall College was legally established in 1858. However, the first session of the institution with a college faculty and curriculum did not begin until August 22, 1859.²

In April, 1858, Reverend Field issued another appeal to the stockholders of what was now the Marshall College Joint Stock Company. He stated that only five or six stockholders had paid the \$25.00 called for previously. The college was going to be sold for debts within about five or six weeks unless immediate action was taken. Field asked the stockholders to send him the \$25.00 before that time, so that he could prevent the sale or purchase the property for the company. If they did not do so, the Southern Methodists would lose the college.

Field was not able to purchase the college, but he may have prevented the sale. At any rate it was not sold, as he had feared. The new board of trustees met at the college on the following September 13th for the purpose of organization. Samuel Kelly was elected president of the board and Field was elected treasurer. These were the same offices that they held on the board of directors of the joint stock company.

Two days later the conference met at Greenupsburg, Kentucky. A report on the college was submitted by the Committee on Education and adopted by the conference. The

² Southern Methodist Itinerant, July 20, 1859.

committee reported that the legal tenure by which the conference now held the college was as good as could be made, if the liabilities were met. But the college was still in an embarrassing condition. The liabilities now amounted to \$1,600.00. The assets in hand and the subscriptions of the joint stock company amounted to \$1,500.00. The conference resolved that active steps be taken immediately to collect the subscriptions then due. It also resolved to request the presiding bishop to appoint an agent for the college to proceed in the soliciting and collection of funds. Finally, it concurred with the trustees in recommending Richard A. Claughton as agent. The bishop complied with the recommendation of the conference and appointed Claughton as field agent for the college for the ensuing conference year.³

Principal Boyers was succeeded by Benjamin H. Thackston, the first president of Marshall College. Thackston served as president during the years 1858-1860. He was graduated in June, 1858, as valedictorian of his class at Randolph Macon College in eastern Virginia. He was guaranteed a salary of \$800.00 per year. When he arrived at Marshall College in November, the situation was discouraging. It was late in the year

³ Lewis and Corbly, op. cit., notes, pp. 9-12.

to start a school. There were no students and no steward to care for the boarders. The trustees met, arranged for a steward in the spring, and fixed the tuition. The school started with about twenty students from the neighborhood and Guyandotte. This number gradually increased.⁴

In January, 1859, Thackston published an appeal to the friends of Marshall College. He called upon them to contribute liberally to the agents of the school, so that it might organize and begin operations at an early date. In the following month Kelly, the president of the board of trustees, published an additional appeal. He stated that in this district of the state lying west of the mountains there were many good primary schools, but none of first-class college standing. Such an institution was much needed in western Virginia. The germ of such an institution had fully developed at Marshall College. The trustees proposed to make Marshall the institution to supply this literary want of the people of western Virginia. Kelly called for from \$2,500.00 to \$3,000.00 to complete the building and pay the debts. He urged the people to work for it until the work was done and Marshall College should take rank among the best institutions

⁴ Thackston, op. cit., p. 14.

in the state.⁵

However, in the following summer the funds had not been raised. The college property was advertised to be sold on August 20th, to satisfy the loans held by Holderby and others. Kelly wrote another appeal, stating that the college would certainly be sold at that time unless Holderby's debt be paid or he be given unmistakable assurances that it would be paid.

Again the debts were not paid and still the college was not sold. The board of trustees had met in June and elected the first college faculty.⁶ The first session of Marshall College with a college faculty and curriculum began on August 22, 1859. This faculty consisted of President Thackston, who also served as professor, three other professors, and an instructor for the primary and academic department. One of the professors was the Reverend George B. Poage, who was also a member of both the joint stock company and the board of trustees. One of the professors held the Master of Arts degree, while two, including President Thackston, held the Bachelor of Arts degree.

The college curriculum included ancient and modern languages, mathematics, "belles lettres," "experimental

⁵ Lewis and Corbly, op. cit., notes, pp. 12-14.

⁶ Ibid., pp. 16-17.

philosophy," and "moral and mental philosophy." The session was divided into two terms of twenty weeks each. The tuition for the regular course was \$20.00 per term. Instruction in modern languages cost \$5.00 extra for each language. Tuition in the primary and academic department was \$6.00 per term for "Primary English" and \$10.00 per term for "Academic English." A fee of \$0.50 per term was charged for incidental expenses. Board was \$2.25 per week.

The college course was to last four years. Students who were qualified might enter an advanced class and graduate in less than four years. Those who wished might pursue particular studies, for which a special diploma would be awarded. The college claimed that "Every facility for the acquisition of a thorough business or collegiate education may be found here."⁷

During this first year as a college, 1859-1860, there were about fifty students enrolled. The steward of the school had six or eight boarders. The prospects of the college looked better, but the low tuition was not meeting the costs.⁸ In December, 1859, Field tried a new approach to the problem of the debts. He proposed getting up a book of sermons which would be prepared by members of the Conference.

⁷ Kanawha Valley Star, July 5, 1859.

⁸ Thackston, op. cit., p. 14.

He hoped that fifty preachers would sell forty copies each, at \$0.50 per copy. Thus the proceeds from the sale of the book might be as high as \$1,000.00. This would be applied to the liquidation of the debts of Marshall College.⁹ Whether or not this plan was carried out is not known, but Field was not able to liquidate the debts.

Early in 1860 President Thackston accepted what he thought was a better position at Barboursville.¹⁰ He resigned as president of Marshall College because of the inability of the trustees to raise funds with which to pay him the salary promised.¹¹ Thackston was succeeded by the Reverend Mr. Brown, who served as president of the college for a short time in 1860. President Brown became ill and was succeeded by D. W. Thrush of Pennsylvania, who was president during the school year 1860-1861, until the Civil War began.¹²

During this second and last year of the college's control by the Southern Methodists, the students organized the Diagneocean Literary Society. "Professor" Thrush was elected president of the society. One of the officers of

⁹ Lewis and Corbly, op. cit., notes, p. 18.

¹⁰ Thackston, op. cit., p. 14.

¹¹ Hodges, op. cit., p. 30.

¹² Thackston, op. cit., p. 14.

this society was entitled the "Sexton." Unfortunately no record of the duties of the sexton is available. They very likely included the duty of taking care of the meeting room, "Diagnothean Hall," but not that of burying the casualties in the provocative debates that were held there. The questions debated included "Does poetry afford more pleasure than history?" "Is intemperance a greater evil than war?" and "Is female association [sic] advisable to students?" The negative team won the last question by a two to one vote.

✓ Early in 1861 members of the society proposed several names for election as honorary members. The nominations included John Laidley; John C. Breckenridge, recently defeated nominee of the Southern Democrats for President of the United States; and Abraham Lincoln and Hannibal Hamlin, recently victorious nominees of the Republicans for President and Vice President of the United States. However, only John Laidley was elected an honorary member of the society.✓

In March the vice-president of the society, a student, fined President Thrush five cents for being absent from a meeting. Whether or not the president paid the fine was not recorded in the minutes of the society. On April 19, 1861, seven days after the firing began at Fort Sumter, President Thrush was present at the last recorded meeting of the society.¹³ Very soon after this Thrush resigned the presidency

¹³ "Minutes of the Diagnothean Literary Society," Minutes of the Erodelphian Literary Society of Marshall Academy, pp. 31-35.

to join the Union Army.¹⁴ The beginning of the Civil War put a temporary end to the educational program of the institution. Marshall College closed its doors.¹⁵

¹⁴ Personal recollection of E. S. Buffington and Mrs. E. S. Holderby, of Huntington, cited in C. E. Haworth, Vera Andrew, and Anna B. Chaffin, The Unquenched Torch: Historical Pageant of Marshall College, f. n., p. 22.

¹⁵ Hodges, op. cit., p. 30; Lewis and Corbly, op. cit., notes (no p.).

CHAPTER III

THE CIVIL WAR AND AFTER, 1861-1867

Marshall College temporarily ceased to exist as a college at the beginning of the Civil War. However, the building was in use from time to time during and after the war. The college was used as a Federal hospital during part of the conflict. Much local excitement was caused when Union soldiers arrested several women who were smuggling supplies from the hospital for the use of the Confederates.¹ This use of the college as a hospital may account for the tradition that the college building was used by the 5th West Virginia Infantry during the war.²

During at least part of the war, a small school, probably a subscription school, was maintained at the college.³

¹ Personal recollection of Salina C. Hampton, (formerly Mason) of Catlettsburg, cited in Haworth, Andrew, and Chaffin, op. cit., p. 23.

² Lewis and Corbly, op. cit., notes (no p.).

³ Ibid.; Thackston, op. cit., p. 14.

During the latter part of the war and after, John W. Hite and his family occupied the building as a residence, probably from 1864 to 1867. Mrs. Salina C. Mason and her two sisters, Hite's daughters, conducted a school in the college building while they lived there.⁴

Before the college closed in 1861 William R. Boyers, the last principal of Marshall Academy, brought suit against the other creditors of the college and against Marshall College itself. The trustees still owed Boyers for the improvements he had made to the building in 1857. He secured a judgment for the amount of the debt, which was now \$581.48, and asked for a decree to enforce his judgment by the sale of the college property. The other creditors of the college at this time were Robert S. Holderby, Albert Laidley, Staunton Field, and John W. Hite. The debts to Field and Hite, both of whom were members of the board of trustees as well as creditors, were \$500.00 each.

On April 1, 1861, the court decided that Boyers was entitled to enforce his judgment by the sale of the college

⁴ Personal recollection of Mary Mason, daughter of Salina C. Mason, quoted in George Selden Wallace, Cabell County Annals and Families, p. 154; Hodges, op. cit., p. 30.

property, subject to a deed of trust held by Field.⁵ This deed of trust was the one made by the trustees of the college to Holderby in 1857. Thus Field had finally succeeded in his effort to gain control of the college property, only to see Boyers' suit and the Civil War ruin all of his work.⁶ The court ordered Marshall College to pay Boyers the debt of \$581.48, plus interest, within one month. Albert Laidley was appointed a special commissioner to sell the interest of the board of trustees in the property at public auction, if the college failed to pay the debt.⁷

The college did not pay the debt, but Albert Laidley left for the South without performing the duty required by this decree.⁸ No further action was taken until 1863, when Albert Laidley was relieved of this duty, " . . . it appearing to the Satisfaction of the court that the said Laidley is acting in sympathy and concert with the insurgent forces warring against the United States . . ." John Laidley, Jr. was appointed as special commissioner in his place.⁹

⁵ Chancery Order Book. Records of the Circuit Court of Cabell County, West Virginia. I, p. 55. Hereafter cited as Order Book; Ibid., p. 96; Lewis and Corbly, op. cit., notes (no p.).

⁶ Deed Book, Volume A-15, pp. 571-574.

⁷ Order Book, I, p. 55; Ibid., p. 96.

⁸ Lewis and Corbly, op. cit., notes (no p.).

⁹ Order Book, I, p. 96.

Since the trustees still failed to pay any of the debt, John Laidley, Jr. sold the property to the highest bidder at a public auction. Mrs. Salina C. Mason bought the college for \$1,500.00. The debt to Field was to be paid out of the \$1,500.00, and the remainder was to be paid to Boyers.¹⁰ By another order of the court in 1864, it was ordered that Laidley's report of the sale be approved. It was also ordered that Laidley should convey the land to Mrs. Mason.¹¹

Mrs. Mason bought the property for her father, John W. Hite. He was a Confederate sympathizer and could not appear in court in his own behalf. He was by this time the principal creditor of the college, since the greater part of the debts had been transferred to him. Therefore, he bought the property for his own protection. For the next few years Hite and his family lived in the college building.¹²

In 1865 the new state of West Virginia began to show an interest in institutions for higher education. In January of that year the Reverend Thomas H. Trainer, a delegate from Marshall County and a member of the House Committee on Education, offered a joint resolution. This resolution recommended

¹⁰ Deed Book, Volume A-15, pp. 571-574.

¹¹ Order Book, I, p. 119.

¹² Hodges, op. cit., p. 30.

that the governor appoint a commission to make an investigation and to report to the next session of the legislature a definite plan for the support, location, and organization of one or more "Normal Institutions" or "Schools for Teachers." This resolution was referred to the committee on education. It was reported back by the committee near the end of the month and adopted by the House.¹³ The resolution was then reported to the Senate and was adopted by that body early in February.¹⁴

Nothing further was accomplished at this time, possibly because the Civil War was still raging. In the fall of the year William R. White, the state superintendent of free schools, in his annual report to the legislature, urged the establishment of normal schools.¹⁵ In January, 1866, Governor Arthur I. Boreman delivered his annual message to the legislature. He referred to the report of the superintendent and called attention to the part of the report in which the need for normal schools was discussed. The governor added that the lack of competent teachers was seriously felt throughout the

¹³ Journal of the House of Delegates of West Virginia, 3d sess., p.38. Hereafter cited as Journal of H. of D.

¹⁴ Journal of the Senate of West Virginia, 3d sess., p. 46. Hereafter cited as Journal of Senate.

¹⁵ Annual Report of the State Superintendent of Free Schools of the State of West Virginia, 1866, p. 10. Hereafter cited as Report of State Supt. The title of this report was changed slightly in various years.

state and the normal schools might be the means of relieving this situation.¹⁶

During the following month Trainer reported "A Bill for the establishment of a State Normal School." The bill was read for the first time on February 12. Five days later it was read for the second time. On the motion of a delegate from Marion County it was laid on the table. On February 22, on the motion of the other delegate from Marion County, a resident of Fairmont, the bill was taken from the table and referred to the committee on education. After two days Trainer reported back from the committee a substitute bill entitled "A Bill for the establishment of State Normal Schools." This substitute bill was adopted by the House.

The substitute bill named Charleston as a location for one of the normal schools. Immediately after the bill was adopted, the delegate from Mason County moved to amend it be striking out the words "Charleston in the county of Kanawha" and inserting the words "Point Pleasant in the county of Mason." The delegate from Monroe County promptly moved to amend the amendment by inserting the words "Union in the county of Monroe." Finally, on the motion of the delegate from Doddridge County, the bill was laid on the table. On February 28 the delegate from Ohio County, a resident of

¹⁶ Annual Message of the Governor of the State of West Virginia 1866, p. 12. Hereafter cited as Message of Governor.

West Liberty, moved to allow the bill to be taken from the table. The motion failed and no further action was taken by the legislature during 1866.¹⁷ Thus the conflict over the location of the normal school or schools had prevented the establishment of any normal school.

In the fall of this year the Methodist Episcopal Church, South, made an attempt to regain control of Marshall College. Arrangements were made with the owner of the property, Mrs. Mason, to reopen the school under the control of the conference. The people of Cabell County pledged \$1,500.00 and the conference pledged \$1,250.00 to make the reopening of the college possible. As in the past, however, the conference was unable to raise the money and the attempt to restore Marshall College to the control of the Southern Methodists failed.¹⁸

Also in the fall of 1866, Superintendent White made his annual report to the legislature. He had decided that it would be better for the state to concentrate its efforts on one first-class normal school. He added that it would be better to suspend the common schools in the state for two years and devote the school appropriations

¹⁷ Journal of H. of D., 4th sess., pp. 128, 160, 197, 204-205, and 225.

¹⁸ Minutes of the Western Virginia Conference of the Methodist Episcopal Church, South, quoted in Wallace, op. cit., p. 154.

for that time to the establishment and endowment of a state normal school than to have no normal school at all.¹⁹

Governor Boreman, in his message to the legislature in January, 1867, referred to the latest report of the superintendent and stated that "I concur in the recommendation and commend what is said in the report, on this subject, to your favorable consideration."²⁰

At the beginning of the next month General Thomas M. Harris, a delegate from Ritchie County, introduced "A Bill for the establishment of a State Normal School." It was read for the first time on February 4 and for the second time five days later. On the motion of General Harris it was referred to a special committee of three members. On February 11 the vote by which the bill had been referred to the special committee was reconsidered. Harris modified the motion so as to make the special committee consist of five members. Four days later it was reported back by Harris from this "Special Committee on Normal School." The committee recommended its passage, with certain amendments which the House accepted on the following day.

On the motion of General Harris on February 20, the House resolved itself into a committee of the whole on the

¹⁹ Report of State Supt., 1866, pp. 10-11.

²⁰ Message of Governor, 1867, p. 12.

bill. Up to this time the name and location of the normal school had not been designated. The committee of the whole spent some time debating the bill, finally agreeing to locate the school at Marshall College in Cabell County. The speaker of the House then resumed his chair and the bill was reported back from the committee of the whole. The committee recommended its passage, with certain additional amendments. The House agreed to the amendments, and on the following day the bill was passed.²¹ Judge James H. Ferguson, delegate from Cabell County, took a message to the Senate announcing the passage of the bill and asking the concurrence of the Senate.

On February 23 the bill was sent to the Senate Committee on Education. It was reported back with further amendments, on February 27. The bill was then passed.²² A message was sent to the House announcing the passage of the bill, with amendments. On the motion of Judge Ferguson it was taken up by the House on the same day and the amendments were agreed to by the House.²³ The bill was to become a law on this day, February 27, 1867, subject to the approval of the executive.

²¹ Journal of H. of D., 5th sess., pp. 96, 100, 126-127, 161, 172, 192, and 212.

²² Journal of Senate, 5th sess., pp. 152, 170, and 202-203.

²³ Journal of H. of D., 5th sess., p. 275.

Governor Boreman promptly approved it.²⁴ Not until this time did Marshall College begin to recover from the blow it had received because of the opening of the Civil War.

This struggle over the location of the State Normal School illustrates the fact that, almost from the formation of West Virginia, the various sections of the state have been interested in the establishment and maintenance of a state-supported school of higher learning in their respective areas.

²⁴ Acts of the Legislature of West Virginia, 5th sess., p. 148. Hereafter cited as Acts of W. Va.

CHAPTER IV

THE STATE NORMAL SCHOOL FROM 1867 TO 1886

The law of February 27, 1867, established the "West Virginia State Normal School" at Marshall College. The normal school was established for the instruction and practice of teachers of the common schools in the science of education and the art of teaching. The state superintendent of free schools, the secretary of state, the state treasurer, the state auditor, and one person from each Congressional district of the state, to be appointed by the governor, constituted "The Regents of the State Normal School."

The state superintendent of free schools was appointed president ex officio of the board of regents. He and the other regents were given the general supervision and control of the school. They had the power to adopt general rules and regulations for its government. They were authorized to prescribe the number of teachers and other employees and provide for their appointment, removal, and compensation. The regents also were empowered to prescribe the preliminary examination for prospective students, the admission requirements, and the subjects to be taught. In determining the number of normal students from each county of the state they were to conform as nearly as possible to the ratio of population as well as

to direct the method of selecting the students. They also might admit students, from any state, who did not desire to become teachers.

The regents were to appoint an executive committee of five residents of Cabell County. This committee was given the immediate management and control of the school, under the regulations laid down by the regents and such other rules as the committee might find necessary.

The law directed that the state treasurer should pay to the order of the state superintendent of free schools a sum not to exceed \$10,000.00 per year and not to exceed a total of \$30,000.00 This was to be expended to secure the necessary grounds and buildings for the school. An additional sum of \$2,500.00 was to be paid to the superintendent for the purchase of furniture and apparatus for the school.

The law further provided that none of this appropriation should be expended until the local citizens should raise \$10,000.00, by subscription or otherwise, to aid in the establishment of the school. However, the regents were authorized to accept the lands, buildings, and other property of Marshall College in payment of this sum. To raise the necessary amount, the board of supervisors of Cabell County might levy a tax on the property in the county for an amount not to exceed \$5,000.00 This tax might be levied only in case the question was submitted to a vote of the qualified voters of

the county and a majority of the votes were in favor of such a levy.¹

The citizens of Cabell County agreed to the levy by an almost unanimous vote.² The supervisors purchased Mrs. Mason's title to the college property for \$3,600.00. On August 1, 1867, the lot and building were conveyed directly to the regents of the state normal school.³

The first meeting of the board of regents was held at Guyandotte in the following month. At this meeting the transfer of the property was completed and the executive committee was appointed. The regents contracted to have additions and repairs made to the building and grounds at the cost of about \$3,800.00. They purchased ten acres of land adjacent to the college grounds from William P. Holderby for \$1,000.00. The regents also directed that advertisements for a principal and for assistant teachers be inserted in the various educational journals and also opened a correspondence with numerous prospective teachers.

In November the regents decided on the courses to be taught in the normal school. These were spelling, reading, penmanship, grammar, arithmetic, algebra, geometry,

¹ Acts of W. Va., 5th sess., pp. 148-151.

² Report of State Supt., 1867, p. 13.

³ Deed Book, Volume A-15, pp. 571-574.

trigonometry and surveying, bookkeeping, geography, botany, natural philosophy, anatomy and physiology, music, and the art of teaching. They ordered that no person should be employed as principal who was not " . . . well-qualified to teach all the above-named branches." Obviously they expected to employ quite a versatile individual.

By the end of the year the additions and repairs to the physical plant had not been completed and no teacher had been employed. The board of regents found great difficulty in securing first-class teachers, but it was unwilling to employ any teachers who did not possess "the highest qualifications."⁴

On March 4, 1868, the legislature amended the law of 1867. The amendment ordered that students in the "normal department" of the school should be admitted free from all charges for tuition or for the use of books and apparatus. The state superintendent of free schools was directed to prepare suitable diplomas to be granted to the students of the normal department who completed the course of study. This diploma would be a sufficient certificate of qualification to teach in the common schools.

The amendment authorized the regents to establish a "pay department" at the school and to admit into it as many

⁴ Report of the Regents of the West Virginia Normal School, 1867, pp. 5-7. Hereafter cited as Report of Regents of N. Sch. The title of this report also was changed somewhat in different years.

paying students as could be accommodated. These students might be admitted from any state, whether they desired to become teachers or not. The pay department might offer any of the courses usually taught in colleges and seminaries. The regents were authorized to establish the necessary professorships for this department.

The amendment provided that the school should continue to be called "Marshall College." The sum of \$2,500.00 per year for the years 1868 and 1869 was appropriated for the salaries of the teachers and other expenses of the normal department. The number of members of the local executive committee was reduced from five to three. This committee was ordered to designate the person to take charge of the boarding department of the school and to fix the price for board.⁵

In May the regents secured the services of Professor Samuel R. Thompson, of Pennsylvania, as principal, and of one assistant teacher. Professor Thompson served as principal from 1868 to 1871.⁶ His salary was fixed at \$1,500.00, and the salary of the assistant was to be \$500.00. The first session of Marshall College as a state normal school began

⁵ Acts of W. Va., 6th sess., pp. 127-128.

⁶ Report of Regents of N. Sch., 1867, p. 7; Ibid., 1889-1890, p. 6; Hodges, op. cit., p. 32.

on June 15, 1868, and lasted ten weeks. There were twenty-five students enrolled; eleven in the normal department and fourteen in the "Academic" and "Primary" departments.

The primary department was intended for pupils from six to fourteen years of age. A room especially for the department was equipped with furniture and "illustrative apparatus." It was intended to make this a "model school" in which the normal department students would have an opportunity to observe the most improved and successful methods of teaching in actual use.

The "Academical," or academic, department was intended to prepare students for college or business. It included all the studies of the normal department except the professional subjects connected with teaching.

The normal department was designed to prepare teachers for the public schools of the state. The arrangement of the courses and the methods of instruction used were intended to furnish the students with a thorough knowledge of the subjects taught in the public schools. They also were intended to give a knowledge of the principles of education and of the art of applying them in actual practice.

The studies in the normal department were divided into two parts: the "Normal training course" and the "higher Normal course." The normal training course was designed to prepare teachers for common ungraded and lower grade schools.

It consisted of two years which were designated as the "Junior Year" and the "Senior Year." In addition to the courses prescribed by the regents, the normal training course offered composition, elocution, United States history, drawing, and etymology. The course in the art of teaching included the methods and principles of primary instruction and the theory and practice of teaching. Students not qualified to enter the normal training course might receive a year of preparatory instruction if they were of the proper age and otherwise qualified.

The higher normal course was intended to qualify teachers to take charge of high or union schools or to discharge the duties of superintendent of county or city schools. It consisted of two years, also called "Junior" and "Senior." In addition to courses already mentioned, it offered chemistry, zoology, geology, general history, American and English literature, mental and moral philosophy, logic, and rhetoric. The courses in the art of teaching included the history of education and the theory of teaching. Students entering the higher normal course were required to have obtained the certificate of qualification in the normal training course. Students completing any of the courses would receive an appropriate diploma.⁷

⁷ Report of Regents of N. Sch., 1858, pp. 7-11.

After the purchase of the ten acres of land from William P. Holderby in 1867, the regents found that there was a lien upon the land for a large sum of money. The property had been attached and a judgment had been rendered against Holderby in favor of Francis Morey. After the judgment was rendered Morey died without having made a will, leaving a widow and several children, all of whom were non-residents of the state. Under the circumstances, no valid title to the land could be obtained by purchase.

The regents felt that it was absolutely necessary to acquire the land at once for the school, together with a few additional acres. Therefore, they petitioned the legislature to pass an act providing for the condemnation of the land. On July 23, 1868, the legislature passed an act granting the petition. The act authorized the regents to file a petition in the circuit court of Cabell County for the condemnation of not more than twenty acres.⁸

Two months later the regents petitioned the circuit court for the condemnation. The court awarded a writ to the sheriff of the county for the condemnation of the land and ordered him to carry out the writ as directed by the act of the legislature.⁹ Thirteen and three quarters acres of land

⁸ Acts of W. Va., extraordinary sess. of 1868, pp. 56-57.

⁹ Law Order Book. Records of the Circuit Court of Cabell County, West Virginia, Volume G, p. 445.

belonging to Holderby were condemned, with the price fixed at \$1,375.00. The title to this land was then vested in the board of regents. The college grounds now included a total of fifteen acres. The condemnation of the land was considered by the board, " . . . that there might be ample room around the buildings, and that the Steward of the College might be enabled to provide material for his table. . . ."

By this time the building had been thoroughly repaired and the grounds had been enclosed with a substantial fence. Over \$1,000.00 had been invested in furniture and apparatus. The first regular scholastic year began in September. It was divided into three sessions of thirteen weeks each, beginning in September, January, and April. A teacher was employed to give lessons on the piano and in "vocal culture," as a separate department. A reading room containing newspapers, magazines, and school journals from various states was opened. Professor Thompson reported that while the "peculiar denominational views" of the students were respected, " . . . no efforts are spared to bring each one under the best moral and religious influence."

In accordance with the amendment to the law of 1867, there was no tuition fee for the normal department. The tuition fee for the primary department was \$5.00 per term. In the preparatory and academic departments the tuition was \$10.00 per term. The charge for piano lessons for twelve

weeks was \$14.00. All students were charged a contingent fee of \$1.00 per term. Boarders were charged \$3.20 per week for board and room and small fees for fuel, light, and laundry.

As authorized by the law of 1867, the regents adopted a plan for the admission of students to the college. As has been stated, each county in the state would be entitled to a specified number of students in the normal department, based on the population. The number varied from one to eleven students per county and the total was one hundred ninety-five. Applications for admission might be made to the superintendent of schools of the county in which the applicant resided. The superintendents should select students according to certain specified rules. As far as possible, males and females should be selected in equal numbers. The minimum age for boys was fifteen and for girls, thirteen. Each applicant selected was required to declare that it was his purpose to become a teacher in the free schools of the state and promise that he would, on completing the prescribed course, spend two years in teaching in those schools.¹⁰

The physical plant of the school was not neglected. By the end of 1868 a third story had been added to the original building. Several outbuildings had been constructed. Additional apparatus had been procured, including " . . . a Solar

¹⁰ Report of Regents of N. Sch., 1868, pp. 5-11.

Microscope, a glass plate Electrical Machine, and an Air Pump." In spite of the many improvements to the college, however, the enrollment was not so large as had been expected. The teachers and prospective teachers of the state were not able to bear the expense necessary to attend the college even though the tuition was free. The other expenses, although placed as low as possible, prevented many young men and women from attending.¹¹

During the first fall session there were only twenty-seven students enrolled. In the spring session there were ninety-six. Thirty-six were admitted free of tuition fees under the state law. Twenty-five of these received \$20.00 each from the Peabody Educational Fund on the condition that they teach during the following year.¹²

The primary department, or model school, had been authorized by an act of the legislature. In March, 1869, the legislature repealed the section of the Code of West Virginia which provided for this model school.¹³ The regents then arranged with the local common school board to place the common schools under the supervision of the principal of the college. This made a series of "model schools" for the

¹¹ Report of State Supt., 1868, pp. 13-14.

¹² Ibid., p. 18; Report of Regents of N. Sch., 1869, p. 3.

¹³ Acts of W. Va., 7th sess., p. 103.

practical training of the students in the normal department.¹⁴

In February of this year the regents had contracted for a new addition to the college building for \$22,900.00. When the next fall term began the building was under construction. During this second school year there were four teachers in the college, including Principal Thompson. The principal and two of the assistant teachers received their salaries from the state. The salary of the teacher of the music department was paid entirely from student fees.¹⁵

In June, 1870, the first normal class was graduated. Four students had completed the normal training course. After graduation, one of them entered the higher normal course, one was employed as a teacher in the college, and two were employed as teachers elsewhere.¹⁶ In the following year, 1871, there were eight members of the graduating class.¹⁷

During 1870, the new addition to the college building was completed. The regents were not entirely satisfied with it, for,

. . . while the architect evidently possessed the power to copy, and to design a showy building, he did not possess the genius, or the acquaintance with

¹⁴ Report of State Supt., 1871, pp. 60-61

¹⁵ Report of Regents of N. Sch., 1869, pp. 4-5.

¹⁶ Report of State Supt., 1870, pp. 28-29.

¹⁷ Catalogue, 1871-1872, p. 3.

school matters, properly to adapt it to its purpose. . . . Some of the accommodations that . . . were finally secured were attained by a deviation from the architect's plan, at an extra expense of several hundred dollars.¹⁸

This addition was at the west end of the old building.¹⁹ It was a three-story, brick building, sixty feet square. It had a bell tower on top and a stone basement. The entire building now contained enough school rooms to accommodate two hundred students and enough boarding facilities for about half that many.²⁰

The election in this year resulted in a political upheaval in the state. Principal Thompson, " . . . being of the opposite political persuasion from the new state administration, . . ." offered his resignation to the regents. It was accepted in 1871 and Thompson was succeeded by Professor J. B. Powell, of Ashland, Kentucky. Professor James E. Morrow, of Fairview, West Virginia, was appointed first assistant teacher.²¹ Principal Powell served during the single school year of 1871-1872.²²

¹⁸ Report of State Supt., 1870, pp. 28-29.

¹⁹ Hodges, op. cit., p. 31.

²⁰ Report of State Supt., 1869, ix-x; Ibid., 1873-1874, p. 50.

²¹ Thackston, op. cit., pp. 15-16.

²² Report of Regents of N. Sch., 1889-1890, p. 6.

In addition to Morrow there were three other assistant teachers: the second assistant, the primary department teacher, and the music teacher. The music teacher also offered a course in French. The primary department teacher was Mrs. Salina C. Mason, who had conducted a private school in the college building during the years from about 1864 to 1867.²³

The school was still organized in three departments: primary, normal, and academic. The academic department offered " . . . a full course of English and Classical studies adapted to fit young people for advanced standing in college, or for any kind of business."

In spite of the law of 1869 and the arrangements between the regents and the local common school board, the school still had a primary department. This department was " . . . connected with the Normal School and under the supervision of the Principal, [and was] . . . so arranged as to constitute a model school. . . ."

New courses in "Ethical Instruction" and astronomy had been added in the normal and academic departments. Students were allowed to enter any class for which they were prepared. The school was now furnished with "a good selection of apparatus." It had the beginnings of a circulating and reference library, containing about one hundred and fifty volumes. All

²³ Catalogue, 1871-1872, p. 2.

necessary text books and school supplies could be purchased at the school. A Bible class met every Sunday and a prayer meeting was held every Wednesday evening. Attendance at these meetings was optional. There was also " . . . preaching in the Chapel of the School every Sabbath."²⁴ That many students came to Marshall by steamer during this period is indicated by the instructions to stop at " . . . Marshall College Landing (formerly Holderby's Landing), a few rods from the school."²⁵

After the establishment of the State Normal School at Marshall College, the citizens in other sections of the state continued to demand normal schools for their sections. They based their claims on the fact that Marshall was not centrally located. The legislature established branches of the State Normal School at Fairmont, West Liberty, Glenville, Concord, and Shepherdstown.²⁶ At the state constitutional convention at Charleston in 1872 the delegates decided that thereafter no appropriation should be made to any state normal school or branch except those already established or chartered.²⁷

During this school year of 1871-1872 the enrollment reached one hundred ninety-five.²⁸ However, this included

²⁴ Ibid., pp. 10-12.

²⁵ Ibid., p. 16.

²⁶ Thackston, op. cit., pp. 14-15.

²⁷ Constitution of the State of West Virginia, 1872, p. 39.

²⁸ Catalogue, 1871-1872, p. 3.

about fifty or sixty students in the primary department.²⁹ Twelve students were graduated in 1872, including eleven in the normal training course and one in the higher normal course.³⁰ The state superintendent of free schools reported,

It has been abundantly shown that these Normal Schools . . . are not to be specifically commended because they are the source of teachers for our primary schools. They do not furnish three per cent of these teachers. . . . Our Normal Schools are valuable as higher academies.³¹

Principal Powell resigned in 1872 and Professor James E. Morrow, the first assistant, was appointed to succeed him. Professor Benjamin H. Thackston, who had been the first president of Marshall College, from 1858 to 1860, was appointed first assistant.³² Morrow served as principal during the school year of 1872-1873.³³ There were one hundred and sixty-one students enrolled during this year.³⁴ There was no graduating class in 1873.³⁵

²⁹ Hodges, op. cit., p. 32

³⁰ Catalogue, 1875-1876, pp. 3-4

³¹ Report of State Supt., 1872, pp. 34-35.

³² Thackston, op. cit., p. 16.

³³ Report of Regents of N. Sch., 1889-1890, p. 6. According to tradition, Professor Morrow's son, Dwight, was born in the Marshall College building. Dwight Morrow became an ambassador of the United States to Mexico.

³⁴ Ibid., 1885-1886, p. 5.

³⁵ Catalogue, 1875-1876, p. 4.

In the spring of 1873 the legislature amended the state law with regard to the college. At this time the Central Land Company of West Virginia was laying out the streets of the new city of Huntington. The amendment to the school law authorized the regents to exchange as much of the college grounds for land owned by the Central Land Company as might be necessary to make the boundaries of the college campus conform to the streets being planned. It also authorized the regents to continue the pay department and to admit as many paying students as could be accommodated from any state. However, they were now directed to give preference to citizens of West Virginia. Finally, the amendment ordered that the branches of the State Normal School should be under the jurisdiction and control of the regents " . . . in the same manner and to the same extent as the state normal school at Marshall College."³⁶

On April 15, 1873, the regents and the Central Land Company exchanged lands. The regents conveyed to the land company the sections of the campus which were north of the center of Third Avenue, east of the center of Seventeenth Street, and south of the alley between Fourth and Fifth Avenues. The land company conveyed to the regents the section of land which was between the old boundary of the campus and the centers of Third Avenue, Sixteenth Street, and the same alley. The

³⁶ Acts of W. Va., 11th sess., pp. 431-435.

old campus had been roughly triangular, with two sides approximately parallel to the alley and to Seventeenth Street and the third diagonal to the streets and running from northeast to southwest. The new campus was a rectangle bounded by the centers of the alley, the avenue, and the two streets. The regents and the land company agreed that all four streets were to remain free and open to public use. The land company agreed to remove all the fences which enclosed the old campus and to rebuild them so as to enclose the new campus.³⁷

During the year Principal Morrow and Miss Lida Dearing, the third assistant teacher, had a "serious disagreement." At the end of the school year the regents accepted Miss Dearing's resignation and appointed Professor James Beauchamp Clark, of Kentucky, to replace Morrow. Clark had just been graduated from Bethany College in West Virginia.³⁸ He served as principal during the single school year of 1873-1874.³⁹ In this year the enrollment fell to seventy students, nearly half of them in the primary department.⁴⁰ There were nine members of the

³⁷ Deed Book, Vol. C-17, pp. 589-590; Ibid., Vol. 32, pp. 237-238.

³⁸ Thackston, op. cit., p. 16. Professor Morrow was appointed principal of Fairmont State Normal School.

³⁹ Report of Regents of N. Sch., 1889-1890, p. 6. "Champ" Clark later became the Speaker of the United States House of Representatives. He was a leading contender for the Democratic nomination for President of the United States in 1912.

⁴⁰ Hodges, op. cit., p. 32.

graduating class of 1874. In later years Clark recalled that while he was principal he " . . . broke up hazing in four hours."⁴¹ While this statement sounds like intentional exaggeration, it at least indicates that a rather widespread practice among college students existed at Marshall also.

Principal Clark was "disgusted" at the failure of the legislature to pay the salaries of the teachers, and, furthermore, he was eager to enter politics. He resigned at the end of the school year. At this time it was so uncertain as to what the legislature intended to do with the normal schools that it was difficult to employ teachers. However, an arrangement was made with Professor A. D. Chesterman, of Richmond, Virginia, by which he took charge of the local public schools, lived in the college dormitory, taught classes at the college before and after public school hours, and served as principal of the college. The assistant teachers taught the classes during the day. Professor Chesterman served as principal from 1874 to 1881, the longest term since Principal Poage, who had served from 1843 to 1850.⁴²

In February, 1875, the legislature appropriated \$2,489.50 for arrears in the salaries of the teachers at Marshall College for the fiscal years 1872-1873 and 1873-1874.

⁴¹ Catalogue, 1875-1876, p. 4; Letter to L. J. Corbly, December 16, 1920.

⁴² Thackston, op. cit., p. 16.

It also appropriated \$1,500.00 to pay the teachers for the year 1874-1875 and \$1,000.00 for the year 1875-1876.⁴³ The state superintendent of free schools reported that the normal schools had been much crippled in efficiency due to this delay in the appropriation of teachers' salaries. He stated that,

As there is known to be considerable opposition to these schools in several portions of the State, there are always some fears that such appropriations may not be made at all. . . . But, notwithstanding their crippled condition, they are still doing much good in advancing our educational interest.⁴⁴

In 1875 the "Preparatory school," or primary department, was finally discontinued.⁴⁵ New courses were offered in the normal department in "School Economy" and in the "Systematic Classification of Pupils." Monthly reports were sent by Principal Chesterman to the parent or guardian of each student. Five hundred volumes were purchased for the library, including reference books, biographies, histories, travel books, novels, and a "Cyclopedia" of forty-seven volumes.⁴⁶ By the end of Chesterman's administration the library had about one thousand two hundred volumes.⁴⁷ The college catalogue for the school

⁴³ Acts of W. Va., 12th sess., pp. 4-5; Ibid., pp. 33-34; Ibid., p. 194.

⁴⁴ Report of State Supt., 1875-1876, p. 21.

⁴⁵ Thackston, op. cit., p. 16.

⁴⁶ Catalogue, 1875-1876, pp. 12-15.

⁴⁷ Ibid., 1880-1881, p. 14.

year 1875-1876 announced that a gymnasium had been constructed to provide

. . . healthful daily exercise, and recreation for all male students. . . . Ample Croquet grounds and daily walks, under the supervision of Lady Teachers, furnish opportunities for the exercise and recreation of female pupils.

Obvious changes from that definitely decorous program have been made in recent years.

The tuition fees for paying students were changed to \$20.00 per year in the "Junior Normal," or normal training course; \$24.00 per year in the "Senior Normal," or higher normal course; and \$32.00 per year in the "Classical" course in the academic department. The Peabody Fund continued to distribute \$500.00 annually to needy normal students.⁴⁸

The rules for governing the students ordered that they should attend the daily sessions of the school, which would not be less than six hours long. The daily sessions were opened with devotional or other exercises. The methods of discipline used were admonition by the instructor, by the faculty, or before the whole school; suspension; and dismissal. A system of demerits was established, which covered fourteen offenses. One demerit was given for absence without excuse or for whispering and lack of attention during classes. Failure in recitation without excuse resulted in two demerits. The

⁴⁸ Ibid., 1875-1876, pp. 12-15.

maximum of five demerits would be received for disobedience to instructors or for improper or profane language. "Striking, in anger, any pupil or teacher" resulted in expulsion. Ten demerits in one month brought admonition before the faculty, twenty brought admonition before the whole school, and thirty were reported to the executive committee of the college for decision and action.⁴⁹

Early in 1877 the legislature passed an appropriation for the State Normal School and its branches for the two school years 1876-1877 and 1877-1878. This act ordered the state auditor to issue to the executive committee of each school warrants on the state treasury for the amount due the school. This amount would be figured at the rate of \$3.50 per month for every non-paying normal student in attendance. The sum would include tuition and the use of books and apparatus. The total amount appropriated in one year to any one normal school was limited to \$2,000.00.⁵⁰ The state superintendent of free schools reported that prior to this act the state support of the normal schools had been so precarious that they had fallen into a "very feeble and languishing condition." But after the new act was passed they had been greatly revived and were doing well.⁵¹

⁴⁹ Ibid., pp. 21-23.

⁵⁰ Acts of W. Va., 13th sess., pp. 8-9.

⁵¹ Report of State Supt., 1877-1878, p. 21.

In the fall of this year the normal department was changed to a three-year course: "Junior," "Middle," and "Senior." Courses in "Natural History" and in the "School Law of West Virginia" were added. The higher normal course was eliminated, after producing only one graduate since its establishment. The academic department was now called the "Classical" department. A small "Preparatory School" had, after a short interval, again been established.⁵²

During the closing years of Chesterman's administration, the school was again in financial distress. The legislature made no appropriation for salaries and expenses for the year 1879-1880. Chesterman kept the school open with the money received from tuition fees, but these were not adequate to provide a proper teaching staff. In the winter of 1880-1881, a smallpox epidemic in Huntington greatly reduced the attendance at the school.⁵³

During Chesterman's years as principal from 1874 to 1881, the enrollment varied from seventy-three to one hundred forty-five students, and averaged about one hundred fifteen. The number of graduates each year ranged from eight to fifteen and averaged about eleven per year. There was no graduating class in 1881. The size of the faculty varied from two to

⁵² Catalogue, 1877-1878, pp. 12-14.

⁵³ Hodges, op. cit., pp. 32-33.

five teachers.⁵⁴

In 1881 Principal Chesterman was succeeded by Professor Benjamin H. Thackston, who returned to Marshall for the third time. In addition to his years as president before the Civil War, he had served as first assistant teacher from 1872 to 1877, when he had resigned to enter the stock business at Barboursville. He now returned to serve as principal from 1881 to 1884.⁵⁵ During these years the enrollment increased from one hundred seven to one hundred twenty-three students and averaged about one hundred thirteen. There were four graduates in 1881 and eight in both of the following years.⁵⁶

Thackston explained his own removal in 1884 as the result of the "stormy democratic convention" at Wheeling. At the convention E. Boyd Faulkner and B. L. Butcher were defeated for the nominations for governor and state superintendent of free schools respectively, and E. Willis Wilson and B. S. Morgan were nominated for these offices. The next day the regents held a meeting in Wheeling, at which Principal Thackston was "summarily, and without premonition, supplanted . . ."

⁵⁴ Catalogue, 1875-1876, pp. 2, 5, and 11; Ibid., 1876-1877, pp. 2, 5, and 11; Ibid., 1877-1878, pp. 3, 7, and 12; Ibid., 1880-1881, pp. 3, 6-7, and 11; Report of Regents of N. Sch., 1881, p. 3; Ibid., 1885-1886, p. 5.

⁵⁵ Thackston, op. cit., p. 17.

⁵⁶ Report of Regents of N. Sch., 1882, p. 4; Ibid., 1883-1884, p. 11.

by the appointment of Professor W. J. Kenny, of Point Pleasant.⁵⁷

Principal Kenny served during the two school years from 1884 to 1886. The enrollment increased from one hundred fifty-three students during the first year to one hundred eighty during the second. There were eight graduates in 1885 and fifteen in 1886.⁵⁸

During the latter year Kenny was "ousted" and Professor Thomas E. Hodges, of Morgantown, was appointed.⁵⁹ Principal Hodges was to serve a longer period as head of the school than any of his predecessors.

⁵⁷ Thackston, op. cit., p. 17

⁵⁸ Report of Regents of N. Sch., 1885-1886, p. 5.

⁵⁹ Thackston, op. cit., p. 17.

CHAPTER V

THE ADMINISTRATION OF PRINCIPAL THOMAS E. HODGES (1886-1896)

Principal Hodges' first year in office, 1886-1887, was marked by an event which promised well for the future. This was the reestablishment of the academic department.¹ Some time between 1877 and the beginning of Hodges' administration the academic, or classical, department had been discontinued. It was now reestablished as a two-year course. New courses were added in hygiene, Latin, Greek, and German. The academic course was equivalent to that of the preparatory department at West Virginia University. A certificate from the principal that a student had completed the academic course successfully would entitle him to admission into the University without an examination.

The normal department remained a three-year course. Psychology and sentence analysis courses were added to the curriculum.² A course in the history of education, which had been discontinued sometime in the past, was now offered again.³

¹ Report of Regents of N. Sch., 1887-1888, p. 12.

² Catalogue, 1887-1888, pp. 17 and 23-24.

³ Report of Regents of N. Sch., 1887-1888, p. 12.

Ancient and modern languages were added as elective subjects. Students entering the junior, or first, year of the normal course were required to have completed the work of the public schools. Those who finished the senior, or third, year of the normal course and who made a grade of seventy-five per cent or better on the final examination were awarded a "Normal Diploma" and the title of "Normal Graduate."

The department of music was also expanded. It was now divided into two classes--an instrumental class and a chorus class.⁴ Post-graduate students were allowed to continue their studies in the academic or "collegiate" department if recommended by the principal and appointed by the board of regents.⁵

During the remainder of Hodges' administration there were many changes in the curriculum and in the organization of the departments and courses. Courses were introduced in civil government, later called "Civics"; in industrial drawing; and in West Virginia history. Botany, another course that had been discontinued in the past, was again added to the curriculum. The name of the course in natural philosophy was changed to "Physics."⁶

⁴ Catalogue, 1887-1888, pp. 17-18, 25-26, and 29.

⁵ Ibid., 1888-1889, p. 18.

⁶ Report of Regents of N. Sch., 1887-1888, p. 12; Catalogue, 1893-1894, p. 10; Ibid., 1894-1895, pp. 10-11.

A preparatory class was reestablished. It was called "Second Junior," then "Junior B," and finally "Preparatory." Students who were not prepared to enter one of the regular courses were admitted as "Preparatory Students." The course of study was the same as that of the upper grade of the common schools.⁷

In 1894 a volunteer "Military Department" was organized at the college. Any male student might become a cadet by providing himself with a uniform and agreeing to attend the drills. The time devoted to military training was entirely outside school hours.⁸ Early in the following year the legislature assisted the cadet organization by passing a joint resolution authorizing the state adjutant-general to lend to the principal a number of "guns" sufficient to supply the cadet organization.⁹

During Hodges' last year in office, 1895-1896, a new department of "Elocution and Physical Culture" was organized. According to the catalogue for that year, "The great object in this work is to develop the individuality of the student; not to teach one to do any particular thing in any particular way." Students in elocution received individual instruction,

⁷ Catalogue, 1888-1889, p. 11; Ibid., 1891-1892, p. 9; Ibid., 1894-1895, pp. 9-10.

⁸ Ibid., 1893-1894, p. 24.

⁹ Acts of W. Va., 22d sess., p. 265.

while those in physical culture were taught in regular classes.

In this same year a separate college was organized on the campus. It was called the "Marshall Business College" and had its own principal and faculty. The principal, however, also served as an assistant teacher on the regular Marshall College faculty. By arrangement with the board of regents, the business college was allowed to use class rooms in the Marshall College building. The business college students were permitted to enter the normal or academic departments without additional tuition fees. They also were given free use of the library, reading-rooms, and gymnasium. The business college was organized in three departments. These were the commercial department, the shorthand and typewriting department, and the department of telegraphy. In addition to the business courses, the business students took the English course in the main college.¹⁰

During Principal Hodges' administration the financial support from the state gradually increased. In his first year in office, the legislature appropriated between three and four hundred dollars for arrears in the pay of the teachers of Marshall College for the years from 1879 to 1882. It also appropriated \$3,500.00 for repairs, expenses, apparatus

¹⁰ Catalogue, 1895-1896, pp. 18 and 34-36.

and furniture for the college.¹¹ In 1889 the legislature raised the appropriation for the tuition and fees of the non-paying normal students to \$2,500.00 per year. It also appropriated \$3,900.00 for furniture, apparatus, expenses, repairs, and improvements. The library was specifically authorized to receive \$300.00 of the appropriation.¹² Finally, in 1895, the legislature appropriated \$29,100.00 for the college. This appropriation included \$4,100.00 for routine expenses and \$25,000.00 for a new building. It is interesting to note that it also amended the school law with respect to the board of regents. Hereafter the entire board would be appointed by the governor and the members would be equally divided between the two major political parties.¹³

The apparatus procured for the college during these years included "Yaggy's Anatomical Chart," a complete human skeleton, and a microscope " . . . of sufficient power to show the corpuscles of the blood." Three pianos were provided for the students in the department of music.¹⁴ The most important physical improvement, of course, was the erection of the new building. The contract for the building was awarded in

¹¹ Acts of W. Va., 18th sess., pp. 252 and 265-266.

¹² Ibid., 19th sess., pp. 42, 121, and 130.

¹³ Ibid., 22d sess., pp. 80, 237, and 260.

¹⁴ Catalogue, 1887-1888, pp. 25 and 28; Ibid., 1894-1895, p. 17.

September, 1895. However, it was not completed until shortly after the end of Hodges' administration.¹⁵

During these years the number of faculty members varied from five to nine. The latter number included two teachers in the business college, however. During a few of these years from one to five student assistants were employed. During most of the first five years of Hodges' term as principal, a janitor, matron, and a manager for the boarding department were employed. In all but one of the last five years the janitor was the only non-teaching member of the college staff.

At the beginning of Hodges' term there were two teachers who held college degrees. Hodges had received the master of arts degree and the first assistant teacher had received the bachelor of science degree. By the end of Hodges' administration the faculty included two teachers with the bachelor of arts degree and two with the master of arts degree.¹⁶ Principal Hodges received a salary of \$1,100.00 per year. The first and second assistant teachers received \$700.00 each and the third assistant received \$600.00. The teachers in the music and in the elocution and physical culture departments were

¹⁵ Report of Regents of N. Sch., 1895-1896, p. 6.

¹⁶ Catalogue, 1887-1888, p. 5.; Ibid., 1888-1889, p. 5; Ibid., 1889-1890, p. 5; Ibid., 1890-1891, p. 5; Ibid., 1891-1892, p. 5; Ibid., 1892-1893, p. 5; Ibid., 1893-1894, p. 5; Ibid., 1894-1895, p. 4; Ibid., 1895-1896, p. 4.

paid from the tuition fees, as were the teachers in the business college. During at least two of these years, the Peabody Educational Fund contributed a substantial sum to help pay the salaries of the teachers.¹⁷

As has been stated, there was no tuition fee in the normal department for students attending under the provisions of the state law. The tuition in the academic department was \$8.00 per term. In the department of music the tuition for piano instruction was \$10.00 per term. Individual instruction in elocution also cost \$10.00 per term, while instruction in physical culture cost \$3.50. In the business college the tuition was \$40.00 according to the catalogue, probably meaning per year.¹⁸

During this period from 1886 to 1896 the average total enrollment was one hundred and sixty-seven students. In 1892-1893 it dropped to its lowest point of one hundred thirty-seven. In Hodges' last year it reached two hundred twenty-two. This was the first enrollment of over two hundred students in the history of the institution, so far as is shown by the available records. The number of post-graduate students varied from one to four. The academic students were listed separately in only two years. In 1887-1888 there were seven, while in

¹⁷ Report of Regents of N. Sch., 1889-1890, p. 9; Ibid., 1893-1894, p. 15.

¹⁸ Catalogue, 1887-1888, pp. 24-25; Ibid., 1895-1896, pp. 18 and 35.

1895-1896 there were eight. The enrollment in the department of music varied from seven to thirty-five students and averaged about twenty-one. No music students for the year 1894-1895 were reported in the catalogue for that year. In the preparatory department the average number of students was thirty-eight. The enrollment varied from twenty to sixty-four. The department of elocution and physical culture had sixteen students in 1895-1896, its first year of operation. Because the normal and academic students were listed together in most years it is not possible to determine the exact number of either. A reasonable estimate would be that approximately one half of the total number enrolled were normal students in most of these years.

From 1887 to 1895 the number of graduates each year varied from five to twelve and averaged about eight. In 1896, however, there were nineteen members of the graduating class. So far as can be discovered in the available records, this was the largest graduating class in the history of the college up to this time. The college catalogue stated that the majority of the graduates of Marshall College since its establishment as a normal school had served as teachers in the common and high schools of West Virginia.¹⁹

¹⁹ Ibid., 1887-1888, p. 15; Ibid., 1888-1889, p. 11; Ibid., 1889-1890, pp. 9 and 27-28; Ibid., 1890-1891, pp. 9 and 28; Ibid., 1891-1892, p. 9; Ibid., 1892-1893, pp. 8, 27, and 33; Ibid., 1893-1894, pp. 9 and 30; Ibid., 1894-1895, pp. 9 and 31; Ibid., 1895-1896, p. 9; Report of Regents of N. Sch., 1887-1888, p. 5; Ibid., 1895-1896, p. 6.

The non-academic side of student life was not neglected. The college was opened each day with a "Moral and Religious" exercise. The program at these assemblies included Scripture reading, singing, and prayer. All students were required to be present. They also were expected to attend services at some place of religious worship each Sunday. The students of the department of music gave "musicales" from time to time.²⁰ They organized a "Glee Club" which sang at the socials given in the "parlors" of the college building.²¹

In the fall of 1894 the men organized the "Marshall College Literary and Debating Society." A year later the name was changed to "Erosophian Literary Society." The women organized the "Hyperion Literary Society" in the fall of 1895. According to the catalogue, the members found the societies " . . . a great help in a literary way and in the cultivation of the art of speaking in public."²² One of the programs of the Erosophian Literary Society consisted of a "Mock Trial" given in the chapel of the college. This society also held socials in the college building. The Marshall Critic, a monthly newspaper, was first published by the Erosophians in October,

²⁰ Catalogue, 1888-1889, pp. 23 and 27.

²¹ Marshall Critic, May, 1896.

²² Catalogue, 1895-1896, pp. 20-21; Parthenon, Mar., 1899; Ibid., Apr., 1899.

1895.²³ It contained news of the students' organizations and activities, the athletic events, and the college faculty. In addition, the paper carried interesting articles such as the one on "Saloons are the devil's toboggan slides."

The first fraternity ever organized at Marshall College was the "N. D.D.," founded in 1895. It also had a women's "Auxiliary." The Critic stated that,

"From the first, the opposition of the faculty was apparent. It was thought that the fraternity was organized for the purpose of resisting the rule and authority of the faculty. . . ."

The members explained to the faculty that the fraternity was purely a social order. The faculty, when convinced of this, " . . . cheerfully indorsed the fraternity." The founders of the N. D. D. decided that a Greek name was "un-American" and that " . . . the English language was good enough for them." However, the meaning of the name chosen was kept " . . . a secret of the profoundest kind. . . ." Several dissatisfied members of the N. D. D. organized the "New [sic] Kappa Rho" fraternity. The latter organization lasted only a short time.

One of the biggest social events of the year was the excursion to Cliffeside Park, Kentucky. The faculty and students took the steamboat "Chevalier" to Normal, Kentucky, and from there went to the park for a picnic. Another important occasion was the annual commencement. In 1896 the local "opera

²³ Marshall Critic, May, 1896.

house" was rented for an entire week for the commencement programs. The elocution classes, the alumni association, the senior class, and the literary societies presented programs during the week. The highlights of the commencement week, then as now, were the baccalaureate sermon and the graduating exercises. Governor McCorkle gave the commencement address. The class of 1896 appeared in caps and gowns, " . . . the first in the city of Huntington."

Interest in athletics increased toward the end of Principal Hodges' administration. The college had a baseball field and tennis grounds. The baseball team played several games against the Marshall Business College and various Huntington teams. In 1896 Marshall College defeated the business college by the scores of 17 to 8, and 2 to 1; and the "Town boys" by one run. Professor Hodges sometimes umpired the games. On one afternoon the "supper bell" rang during a ball game. Some of the girls who boarded at the college decided to stay until the game was over and " . . . cheer for the boys until the last." An hour later the "dining room girl" informed the girls that they had to do without supper.²⁴ Evidently there was no lack of school spirit in those days.

Principal Hodges resigned in 1896 to accept a position

²⁴ Ibid.

as a professor at West Virginia University.²⁵ He was succeeded by Professor Lawrence J. Corbly, of Alma, West Virginia.²⁶ As head of the college, Corbly not only surpassed Hodges' record of ten years, but set a new record that has not yet been equalled.

²⁵ Report of Regents of N. Sch., 1896-1897, p. 5; Thackston, op. cit., p. 17. Professor Hodges later served as president of West Virginia University, from 1911 to 1914.

²⁶ Report of Regents of N. Sch., 1895-1896, p. 2; Mirabilia, 1908, p. 13.

CHAPTER VI

THE ADMINISTRATION OF PRINCIPAL LAWRENCE J. CORBLY (1896-1907)

In 1896 Professor Lawrence J. Corbly began an administration as the head of the college which was to last nineteen years. Because of the length of his administration and the many important changes that took place at Marshall College during this period, it is convenient to divide the administration into two parts. A logical dividing point is the year 1907. In this year there was a large-scale reorganization of the whole college program. Also, the title of "Principal" was changed to that of "President."¹

Professor Corbly was educated in the common schools of Tyler County, West Virginia. He attended Fairmont State Normal School (now Fairmont State College) and received the bachelor of arts degree at West Virginia University. He served as superintendent of schools at Water Valley, Mississippi, for two years and at Clarksburg, West Virginia, for three years. Prior to his appointment as principal of Marshall College, he studied in the universities of Halle, Berlin, and Jena.²

¹ Report of Regents of N. Sch., 1895-1896, p. 2; Catalogue, 1906-1907, pp. 11-12; Report of State Board of Regents of West Virginia, 1915-1916, p. 69. Hereafter cited as Report of Regents of W. Va.

² Catalogue, 1898-1899, p. 10.

During the first part of Professor Corbly's administration the college continued to be well supported financially by the state. Early in 1897 the legislature appropriated \$20,335.80 for the school. Of this sum, \$12,000.00 was appropriated for remodeling and reconstructing the old building.³ In February, 1899, the legislature raised the yearly appropriation for the tuition and fees of non-paying students to \$5,000.00. It also appropriated \$23,286.21 for the college. Of this appropriation the sum of \$15,000.00 was designated for a new building.⁴ The appropriation in 1901 dropped to \$15,056.43 and in 1903 it dropped even more to \$7,650.00, since no money for new buildings was appropriated in those years.⁵ However, the appropriation in 1905 rose to \$54,795.00, including \$40,000.00 for another new building.⁶ This was followed in 1907 by an appropriation of \$23,600.00 which included \$5,000.00 for finishing the third floor of the latest new building.⁷

As indicated by these appropriations, the building program during these years was extensive. The building that had

³ Acts of W. Va., 23d sess., pp. 2-3, 17, and 30.

⁴ Ibid., 24th sess., pp. 78, 195, and 214-215.

⁵ Ibid., 24th sess., pp. 2-3 and 23-24; Ibid., 26th sess., pp. 2-3 and 27.

⁶ Ibid., extraordinary sess. of 1905, pp. 528-529 and 552.

⁷ Ibid., extraordinary sess. of 1907, pp. 543 and 563.

been started in the last year of Principal Hodges' administration was completed in the first year of Principal Corbly's administration. It was received by the board of regents on November 23, 1896.⁸ This building was erected at the west end of the old building, with a large space between the two.⁹

The contract for remodeling and reconstructing the old building was awarded on July 31, 1897. The work was completed and the building was received by the board on January 29, 1898.¹⁰ This remodeling and reconstruction actually included the erection of a new section of the old building. In addition to remodeling the western (1870) section, the middle (1856) and eastern (1838) sections were torn completely down. On the site of these two sections a new building was erected which was connected to the western (1870) section.

In 1899 the space between the old (1870) and the new (1896) buildings was filled by the erection of a new section. The college then had one continuous building consisting of four sections. In 1905 the erection of a fifth section was begun at the west end of the building.¹¹ This section was completed in

⁸ Report of Regents of N. Sch., 1895-1896, p. 6.

⁹ Catalogue, 1904-1905, p. 18.

¹⁰ Report of Regents of N. Sch., 1897-1898, p. 7.

¹¹ Catalogue, 1904-1905, p. 18.

in 1907.¹² The building then consisted of a series of five adjoining sections with a continuous hallway, on the first floor, from end to end. Each section was three stories high and had a full basement. Running from east to west, the sections were completed in 1898, 1870, 1899, 1896, and 1907, respectively. The building contained about one hundred twenty-five rooms, not including those in the basement.¹³ The two eastern sections were used as a women's dormitory. The three western sections were used for classrooms.¹⁴ In addition to classrooms, the newest section contained a "Commencement Hall," offices, reception rooms, a library, a gymnasium, and two laboratories.¹⁵

During Principal Corbly's first year at Marshall the departments and courses were reorganized extensively. The preparatory department was discontinued again. A year was added to both the academic and normal departments, making them three- and four-year courses, respectively. The music course was dropped from both the academic and normal courses, making the department of music entirely independent of the regular work of the college. A large room on the third floor of the

¹² Acts of W. Va., extraordinary sess. of 1907, p. 543; Report of Regents of N. Sch., 1905-1906, p. 7.

¹³ Report of Regents of N. Sch., 1905-1906, p. 15.

¹⁴ Ibid., 1907-1908, p. 13.

¹⁵ Catalogue, 1905-1906, p. 12.

dormitory was set apart for the exclusive use of the music teacher. The department of elocution and physical culture and the Marshall Business College continued to be separate from the main college.¹⁶

In the academic and normal departments the various courses were organized into seven specially designated "departments." The "Teachers' Training" or "Professional" department included the courses in the history of education, psychology, "Pedagogy," "School Management," and "Ethics." Pedagogy included the courses on the theory and practice of teaching. School management and ethics were the new names for the old courses in school economy and ethical instruction. All of these subjects were taught by Principal Corbly. At the opening of the school year in the fall of 1896, "The Model Class" was organized as part of the work of the teachers' training department. This class was composed of ten boys and girls of the "fourth reader grade." The object of this class was to provide the senior normal class with practice and drill in teaching children.¹⁷

The department of "Natural Science" included the courses in chemistry, physics, geology, physiology, zoology, botany, and geography. Part of the geography course was devoted to astronomy. The students had a choice between geology and

¹⁶ Ibid., 1896-1897, pp. 4-5, 18-19, and 30.

¹⁷ Ibid., pp. 19-20 and 30-31.

chemistry, but most of them selected the latter. The department of history offered the courses in United States, West Virginia, and general history. The department of English included spelling, composition, reading, grammar, etymology and word analysis, rhetoric, and English and American literature.

The department of modern languages had a brief career. German was the only modern language offered and it was discontinued in the spring of 1897 by order of the board of regents. The department of ancient languages offered Latin in the academic course. Greek had been omitted from the curriculum. The department of mathematics offered arithmetic, algebra, and geometry.

Three other courses were offered that were not included in the seven departments. Bookkeeping was taught by the "President" of the business college. Penmanship was taught by an instructor in that college. Also, a course in economics was offered which included " . . . Money, Wages, Labor Organizations, Commerce, Socialism, etc."¹⁸ In addition to the regular courses, two "Parallel Reading Courses" were compulsory for normal and academic students. The "General" parallel reading course included one book every term, chosen from the "classics." The "Special" parallel reading course included several books per year, covering a wide variety of subjects. These were history,

¹⁸ Ibid., pp. 22-30.

government, science, Latin, economics, ethics, education, and psychology.¹⁹

Students graduating from the normal department continued to receive normal diplomas. Students who completed the work of the academic course now received a diploma, too. In order to earn this diploma they had to have a general average of at least eighty per cent and a grade of seventy-five per cent or better in every subject.²⁰

During the years from 1897 to 1907 there were many changes in the departments and courses. The appropriation for 1897 included \$1,000.00 for an additional teacher for two years,²¹ who was to serve as a special supervisor for the model class work in the normal department.²² In 1899, however, the legislature failed to make an appropriation for the salary of this teacher, and the model class was discontinued due to lack of funds.²³ In the following year the regents reported to the legislature that it was " . . . high time that there be instituted in the Normal Schools some features that will make them Normal Schools in fact as well as in name." The regents

¹⁹ Ibid., pp. 6-7.

²⁰ Ibid., p. 12.

²¹ Acts of W. Va., 23d sess., pp. 2-3 and 17.

²² Catalogue, 1896-1897, p. 21.

²³ Acts of W. Va., 24th sess., pp. 195 and 214-215; Catalogue, 1905-1906, p. 17.

recommended an appropriation for the establishment of a training department at Marshall College. This department should include a small "model school" and two or three teachers.²⁴ In 1902 the model class was reestablished. By 1904 it was called the "Model Department." By the following year it was called the "Model School" and included eight grades. It continued to be a part of the normal department of the college.²⁵

The first year of the normal course was eliminated in 1899, and a higher year was added. Thus, the entire course was placed at a higher level by one year. Students now must have had one more year of preparation to be admitted to the normal department. They were required to have completed the public school course satisfactorily and to pass an entrance examination.²⁶ During 1901 the regents appointed a "training teacher." The work of the teacher was devoted almost entirely to training students to become teachers. This teacher was entitled the "Superintendent of the Normal Training Department."²⁷ By 1903 the normal course had been extended to five years.

²⁴ Report of Regents of N. Sch., 1899-1900, p. 18.

²⁵ Catalogue, 1903-1904, p. 3; Ibid., 1904-1905, p. 32; Ibid., 1905-1906, pp. 18 and 26.

²⁶ Ibid., 1898-1899, p. 13; Report of Regents of N. Sch., 1899-1900, p. 15.

²⁷ Report of Regents of N. Sch., 1901-1902, pp. 5 and 9.

These were called the "First," "Second," "Third," "Junior," and "Senior" years.²⁸

Two years later the normal and academic departments were united into a single "Normal and Academic" department. This department included five courses: normal, academic, model, "Teachers Review," and "Teachers Preparatory." A "Diploma of Graduation" was awarded to a student who completed the normal or academic course. A pupil who completed the model course was awarded a "Grammar School Certificate." No certificate or diploma was awarded for the teachers review course. The available records do not state the purpose of this course, but the name seems to imply that it was a course for those who were already teachers. Students who completed the teachers preparatory course were issued a "Certificate of Recommendation" which stated that a brief course of work for teachers had been completed. It recommended the student as " . . . fairly well qualified to teach in the common schools, but not the high schools." This course was one year shorter than the regular normal course. At this same time the normal course was shortened by one year. The lowest year coincided so nearly with the "Upper Grammar," or eighth grade, of the model school that it was incorporated in the model school course.²⁹

²⁸ Catalogue, 1902-1903, pp. 51-52.

²⁹ Ibid., 1904-1905, pp. 26, 30, and 32.

Early in 1899 the legislature amended the school law with regard to the academic department. Hereafter, the students in this department were to be admitted upon the same terms and to be entitled to all the privileges of normal students. The regents were instructed to determine the number of academic students from each county or judicial district, based on the population; and to use the same method of selecting them that was used for selecting normal students. This meant that academic students would also be admitted free of tuition and fees for books and the use of apparatus. The regents were authorized to continue the pay department and admit into either the normal or academic departments as many paying students as could be accommodated from any state.³⁰

Shortly after this the lowest year of the academic course was made a "Conditional Preparatory" year. The regents reported that the academic course was designed " . . . especially to prepare students for admission to the freshman class of college." It also furnished preparation for business or professional life " . . . to those who . . . [were] unable to take a college course."³¹ In 1901 the academic course was extended to four years, and in 1903 to five. As has been stated above, the normal and academic departments were combined in 1905.

³⁰ Acts of W. Va., 24th sess., pp. 76-78.

³¹ Catalogue, 1898-1899, p. 14; Report of Regents of N. Sch., 1899-1900, p. 17.

One year later the regents divided the academic course into three parts. These were called the "Classic," "Modern Language," and "Science" courses. Each was to be a four-year course. In order to accommodate students who were not fully prepared to begin a regular course, preliminary courses were offered, called "Preparatory Work."³²

In 1899 a course in music was added to the normal course once more, making the music department only partly independent of the main college. The music department offered courses in piano, the theory of music, and the history of music.³³ In 1902 this department added instruction on the organ to its curriculum. By 1905 the music equipment included a clavier, two organs, nine pianos, and sixteen band instruments.

The name of the department of elocution and physical culture underwent several changes during these years. It was called the department of elocution; oratory and physical culture; oratory; and, finally, expression. By 1902 this department was partly supported by the state.³⁴

The Marshall Business College continued to be entirely

³² Catalogue, 1900-1901, p. 13; Ibid., 1902-1903, pp. 51-52; Ibid., 1901-1902, p. 23; Ibid., 1903-1904, p. 3; Ibid., 1905-1906, p. 9.

³³ Report of Regents of N. Sch., 1899-1900, p. 16; Ibid., 1901-1902, p. 9; Catalogue, 1901-1902, p. 23; Ibid., 1904-1905, p. 61; Mirabilia, 1908, p. 96.

³⁴ Catalogue, 1897-1898, p. 19; Ibid., 1898-1899, pp. 24-41; Ibid., 1901-1902, p. 23; Ibid., 1903-1904, p. 3; Ibid., 1905-1906, p. 9.

self-supporting. However, it, like all of the departments, was under the general supervision of Principal Corbly. By 1903 the regular college needed the rooms used by the business college. In the summer of that year the latter moved out of the college building. In July the Marshall Business College was incorporated by the state for the purpose of conducting a general business college in Huntington. Marshall College continued to offer courses in bookkeeping and penmanship as part of the regular curriculum.³⁵

By 1902 a new department, the department of art, had been added to the college. It, too, was independent of the regular college, but the normal students took a course in drawing from the art teacher.³⁶

The organization of the courses into departments and the names of these departments underwent many changes during this period. Also, several new courses were added. The teachers' training department and the professional department were separate until 1903. The name of the teachers' training department was changed to "Teachers' Practice Work" and then to "Training Work." The name of the professional department was changed to "Teachers' Professional Studies" and then to

³⁵ Ibid., 1901-1902, p. 23; Ibid., 1904-1905, p. 11; Report of Regents of N. Sch., 1903-1904, p. 5; Deed Book, Volume 69, pp. 482-483.

³⁶ Catalogue, 1901-1902, pp. 6 and 23; Ibid., 1905-1906, p. 26.

"Professional Work." In 1902 this department was divided into five separate departments: "Pedagogy," "History of Education," "Child Study and Educational Psychology," "Ethics and Moral Education," and "Theory and Practice of Teaching." In the following year all of the education courses were united into one department, called the "Training Department Course of Study." Finally, the name of this department was changed to "Professional Subjects." School visits, special lectures, and seminars were added to the work of this department.

The natural science field was first divided into two departments: natural science and "Physical and Chemical Science." Then it was further divided by the organization of a third department, the department of geography. Finally, all of the science courses were united into one department, the "Science Department." This department also included the course in economics and two new courses: agriculture and sociology.

For a time the literature courses were offered in the department of "History and Literature." Civics was added to the curriculum once more and for a while was a separate department. A new department of "Biblical History" was organized, as was a "Current History Seminar." Finally, all the civics and history courses were united into the department of "History and Civics." New courses in Greek, Roman, medieval, English, and modern history were added to the curriculum, as were state and United States "Constitution."

The department of modern languages was reorganized; but it and the department of ancient languages were finally divided into four departments. These were the Greek, Latin, German, and French. There were few changes in the English and mathematics departments. As has been mentioned, the literature courses were united with the history department for a time. Spelling, or "Orthography," was a separate department for a few years. The "Parallel Reading Courses" were absorbed by the English department. Trigonometry was added to the mathematics curriculum again.³⁷

During the first part of Professor Corbly's administration, from 1896 to 1907, the size of the faculty tripled. In 1896 there were nine members of the faculty. Six of these taught in the normal and academic departments, two in the music department, and one taught elocution. In 1907 there were twenty-seven faculty members. Of these, nineteen were in the normal and academic departments, six in the music department, one in the department of expression, and one in the new art department. In addition to these, there were six teachers in the new model school. One of the teachers performed the duties of registrar in addition to his regular work. A librarian had been added to the non-teaching staff.³⁸

³⁷ Ibid., 1897-1898, pp. 5-6 and 18-19; Ibid., 1898-1899, pp. 6-7 and 24-41; Ibid., 1900-1901, p. 13; Ibid., 1901-1902, pp. 24-38; Ibid., 1902-1903, pp. 64-74; Ibid., 1905-1906, pp. 46-50.

³⁸ Ibid., 1896-1897, p. 3; Ibid., 1906-1907, pp. 13-16.

At the beginning of this period the teachers had at least seven classes each, and some had several more than that.³⁹ Principal Corbly and several of the other teachers lived in the dormitory.⁴⁰ The board of regents encouraged the faculty to take additional undergraduate or graduate work. By 1900 the board, " . . . believing that increased scholarship entitled the teachers to increased pay . . ." paid them salaries,

. . . nearly adequate to their preparation and ability . . . believing further that the prosperity and success of the normal schools . . . should not and must not be jeopardized by allowing the schools longer to continue in the list of spoils of either political party, simply and solely that a dozen or more members of the party might be given places, for which, in many cases, their partisanship was their only recommendation, the Board has endeavored to eliminate politics entirely by dividing the teachers equally between the two political parties. . . . This policy . . . has been looked upon with disfavor by some partisan politicians . . . who were willing to prostrate a noble institution that their political schemes might be consummated. . . .⁴¹

This arrangement seems to have provided for a bi-partisan faculty, but it does not seem probable that it eliminated politics entirely from the schools.

The new salary scale, based upon "experience, preparation, and ability," left the salary of the principal to be fixed

³⁹ Parthenon, Nov., 1898.

⁴⁰ Catalogue, 1896-1897, p. 16.

⁴¹ Report of Regents of N. Sch., 1899-1900, pp. 6-7.

annually by the board. Principal Corbly's salary was placed at \$1,700.00 per year. The salaries of the "training teacher" and the first assistant were fixed at \$1,500.00 and \$1,000.00, respectively. Evidently the training teacher was considered almost as important to the school program as was the principal. Teachers with no experience in normal school work received \$700.00 per year. This amount was increased annually by \$50.00 until a maximum of \$900.00 was reached. The teachers in the elocution and music departments each received \$100.00 per year for the courses that they taught in the normal and academic departments.⁴²

In 1905 the board ordered that no new teachers were to be appointed who did not have an A. B. degree, or its equivalent, from a reputable college. The board also ordered that after June, 1909, no normal school teacher should remain in the employ of the state who did not hold such a degree.⁴³

Another innovation made early in the Corbly administration that pertained to the faculty was the establishment of "Standing Committees." Committees were organized for thirteen activities, including the library, student organizations, "Permission to Leave Buildings or Grounds," athletics, the bookstore, "Ladies' Hall," and "Permission to Receive Company."

⁴² Ibid., 1901-1902, pp. 6 and 9.

⁴³ Ibid., 1907-1908, p. 6

A few years later committees of "Class Officers" for each student year were added. By the end of this period nineteen committees had been established.⁴⁴

The large increase in the faculty reflected an even greater increase in the enrollment. Because of the variations in the method of reporting enrollment during these years, it is not possible to determine the exact figures in many cases. Nevertheless, close approximations can be reached. The total enrollment of Marshall College quadrupled during the first part of Corbly's administration. Beginning at two hundred fifty-eight in 1896-1897, it increased in every year, with one exception, to one thousand twenty-one in 1906-1907. The exception was a small decrease in 1900-1901, which may have been caused by the great flood during that school year.

The enrollment in the separate departments of expression, music, and art, which were counted in the above totals, increased even more rapidly in percentage of gain than did the total enrollment. The department of expression grew from nine to fifty-five students. The enrollment in the music department climbed from twenty-one to one hundred eighty-one. The art department had eight students during its first year, 1902-1903, and seventy-three in 1906-1907. The enrollment in the

⁴⁴ Catalogue, 1900-1901, p. 6; Ibid., 1903-1904, p. 5; Ibid., 1905-1906, p. 11.

normal and academic department, listed together in the reports, grew from less than three hundred to over seven hundred. These departments had a small number of post-graduate students during at least some of these years.

The Marshall Business College and the model school were not included in these figures. The business college enrollment increased from one hundred two in 1896-1897 to one hundred thirty in 1902-1903, its last year on the campus. The model school had fourteen students during its first year, 1902-1903, and one hundred fifteen in 1906-1907.

The graduating classes increased greatly in size, too, although not so much nor so uniformly as did the student body. Nineteen students were graduated in 1897. The number of graduates fell to eleven or twelve during three of these years. However, in 1907 there were seventy-three members of the graduating class. This was by far the largest number of graduates in Marshall's years as a state normal school, and very probably the largest number in its entire history up to the period under study.⁴⁵

⁴⁵ Ibid., 1896-1897, pp. 46-47; Ibid., 1897-1898, pp. 38 and 44; Ibid., 1898-1899, pp. 64 and 70; Ibid., 1899-1900, pp. 63-65 and 70; Ibid., 1900-1901, pp. 55-59 and 63; Ibid., 1901-1902, pp. viii, 8, and 82-84; Ibid., 1902-1903, p. i-vii; Ibid., 1903-1904, pp. 102-104; Ibid., 1904-1905, pp. 61, 70, 72, 137, and 143; Ibid., 1905-1906, p. 123; Ibid., 1906-1907, p. 134; Report of Regents of N. Sch., 1903-1904, p. 6; Ibid., 1905-1906, p. 21; Ibid., 1907-1908, pp. 8 and 19; Parthenon, Dec., 1901.

The students and faculty were not unaware of the significance of the rapid development of the college. In 1898 the Parthenon, the successor to the Marshall Critic, reported that Marshall had taken second place in enrollment among the schools in the state. Only West Virginia University outranked Marshall in the size of its student body. This news naturally led to thought along another line. /In 1901 the Parthenon reported that, while Marshall had more than two-thirds as many students as the university, it had less than one-sixth as many teachers and received less than one-eighth as much financial support from the state. The reporter optimistically added that there was a " . . . strong probability that the legislature . . . [would] even these matters up a little more justly, quite soon."⁴⁶ The board of regents, looking at another aspect of the increase in enrollment, stated that the work done by the school should not be estimated merely by the number of graduates each year. The board reported that a large number of the students who did not complete the courses became public school teachers, nevertheless.⁴⁷

The moral and religious side of student life continued to be closely supervised. All students were required to attend chapel each morning. The services consisted of scripture

⁴⁶ Parthenon, Nov., 1898; Ibid., Jan., 1901.

⁴⁷ Report of Regents of N. Sch., 1901-1902, p. 5.

reading, the Lord's Prayer, and the singing of sacred songs, with organ accompaniment provided by the music teacher. A "Young Men's Bible Class" was organized. All students were required to stay in the "Study Hall" during school hours, when they were not in class. Lounging on the campus or in the building was not permitted before three o'clock in the afternoon. The rules for student conduct stated that "The use of tobacco in any form on the school grounds will be regarded sufficient reason for dropping the name of a pupil from the roll."

Friday night from eight to ten was the only time the girls in the dormitory might " . . . receive gentleman company, . . ." and then only when it was authorized by the girl's parents. The girls were not allowed to leave the school grounds without permission, and some older person had to accompany them to church. However, the catalogue assured the students that "No rigid rules out of harmony with the simplest regulations of home life . . ." were enforced.⁴⁸

The extra-curricular educational and cultural aspects of student life received increasing attention during this period. In 1896 the library still had only one thousand two hundred volumes and received sixty magazines, journals, and

⁴⁸ Catalogue, 1896-1897, pp. 19, 35, 37, and 40; Ibid., 1898-1899, p. 20; Ibid., 1904-1905, p. 112.

newspapers. By 1906 the library had seven thousand books and volumes of documents, one thousand pamphlets and maps, and received about one hundred different periodicals.⁴⁹ Zoological and botanical specimens were collected in the science departments. A room was set aside for a museum, intended to be primarily an exhibit of West Virginia products. Other contributions were welcomed, though, for one of the first ones received was "A fine Block of Kentucky cannel coal. . . ."⁵⁰

A "Lecture Course" was organized which brought nationally known lecturers and musicians to the college. The programs included the Patricola Company, the Royal Hungarian Court Orchestra, Governor Bob Taylor of Tennessee, Senator J. P. Dolliver of Iowa, the Temple Quartette Concert Company, and many others.⁵¹ The college music and elocution teachers also gave recitals in the auditorium.⁵²

The literary and debating societies continued to play a large part in the life of the campus. The Erosophian and Hyperion merged to form the "Virginian Literary Society" in 1896.

⁴⁹ Ibid., 1896-1897, p. 39; Ibid., 1900-1901, p. 43; Ibid., 1905-1906, p. 110; Mirabilia, 1908, p. 16.

⁵⁰ Marshall Critic, June, 1897; Parthenon, Jan., 1901.

⁵¹ Catalogue, 1900-1901, p. 46; Ibid., 1902-1903, p. 6; Parthenon, Jan., 1901; Ibid., Mar., 1905.

⁵² Parthenon, Nov., 1901.

However, the Erosophian was reestablished in the next year as a "co-ed" society. "Inter-society Contests" were held from time to time in which the Virginians and Erosophians met in debate. An "Inter-Normal Contest" was held annually in the state. In 1904 the Marshall team took first honors over Shepherdstown, Fairmont, and Athens (Concord). "Training" in the societies was made a part of the requirements for graduation.⁵³

The activities of the societies were not confined to literature and debate. Socials were given for the members, the faculty, or the local executive committee. The "Erosophian Orchestra" was organized. The Virginians published the Marshall Critic during its second year, 1896-1897. In 1906 two other similar clubs were organized: the "Ciceronian Debating Club" and the "Excelsior Club."⁵⁴

In the fall of 1898 the Parthenon succeeded the Marshall Critic as the campus paper. G. A. Proffit, the principal of the Marshall Business College, was the managing editor, and Principal Corbly was an associate editor. Three years later Corbly became the editor, a position that he held for many years. However, most of the editing and managing of the paper was done by the students. The Parthenon appeared monthly during

⁵³ Catalogue, 1896-1897; Parthenon, Mar., 1899; Ibid., May, 1904.

⁵⁴ Marshall Critic, June, 1897; Parthenon, Apr., 1899; Mirabilia, 1908, pp. 108 and 114.

the school year, with a subscription rate of \$0.50 per year. Another student publication was the college year-book, the Mirabilia. The first volume of the Mirabilia was published in the spring of 1907.⁵⁵

Several other student organizations were formed during these years. In 1900 a Young Women's Christian Association was organized. A "College Choir" was organized with sixteen singers, an organist, two violins, a cornet, and a clarinet. The "College Band" was formed in 1902, followed by the "Mandolin and Guitar Club." A Young Men's Christian Association was established in 1905, as was "Zeta Rho Epsilon," a Greek language and social club. A men's "Glee Club" was formed that gave concerts a Guyandotte, Ceredo, and other nearby towns. The "Dramatic Club" gave its first performance early in 1907. The "Varsity M" was awarded for the first time in 1905, but the available records do not indicate that a club was then formed.⁵⁶

A new type of club was organized in 1898 to solve the problem of finding inexpensive board and room. This club, called the "Fort," was formed by the men. However, they announced that they "were not adverse to young ladies, and hope

⁵⁵ Parthenon, Nov., 1898; Ibid., Nov., 1901; Ibid., Oct., 1907; Catalogue, 1899-1900, p. 58.

⁵⁶ Catalogue, 1899-1900, p. 24; Ibid., 1902-1903, p. 89; Ibid., 1904-1905, p. 112; Ibid., 1905-1906, pp. 72 and 106; Parthenon, Jan., 1901; Ibid., special number, Dec., 1902; Ibid., Dec., 1905; Ibid., Feb., 1906; Ibid., Feb., 1907.

to have a number of the gentler sex join them in the near future."⁵⁷ In 1901 the Fort was succeeded by the "Jackson" and the "Jefferson" boarding clubs. The "Acme" club was organized in the following year, as was the first boarding club for women, the "Martha Washington." By 1903, the "Washington," "Webster," and "Franklin" boarding clubs had been added to the list.⁵⁸

With the board and room problem solved and no tuition or fees for West Virginians to pay, most of the students were able to attend the college at very little expense. Two needy students each year received additional aid from the "Mrs. L. J. Corbly Scholarships." These scholarships, established in 1906 in memory of Mrs. Corbly, gave \$45.00 to a junior and \$55.00 to a senior.⁵⁹

Many other activities helped round out the student life. The members of the zoology class and all other students who were interested had an "outing" in Cincinnati every spring. The students took the train at 6:00 in the morning, visited the zoo or other points of interest, and returned by ten or twelve at night.⁶⁰ In 1901, when the enrollment reached five hundred for the first time, a "Five Hundred Thuse" was held.

⁵⁷ Parthenon, Nov., 1898; Catalogue, 1898-1899, p. 47.

⁵⁸ Catalogue, 1901-1902, pp. 64-65; Ibid., 1902-1903, p. 43.

⁵⁹ Catalogue, 1905-1906, p. 103.

⁶⁰ Parthenon, Dec., 1901; Catalogue, 1904-1905, p. 122.

The school took a holiday; a giant bonfire was built; and a "pep" program was given by the "Hales," a group of men organized to keep up school enthusiasm.⁶¹ In addition to the flood already mentioned, the college even experienced an earthquake, which gave the students a severe "shake-up." Principal Corbly took advantage of the event to give a lecture on the causes of earthquakes, " . . . which was greatly appreciated by all."⁶²

Commencement became an even more important part of the school year. The baccalaureate service was held at the Presbyterian church. Annual socials were given by the Erosophians and the student body. The Virginians sponsored a lawn reception on the campus. Inter-society contests were presented, as well as plays by the elocution class. In some years the outing at Cliffeside Park was held during commencement week. The annual address was given in the opera house, followed by the "Alumni Reunion." The speakers during these years included Professor McClintock of the University of Chicago; Professor McMurray of Columbia University, Chancellor E. B. Andrews of the University of Nebraska, and President C. W. Dabney of the University of Cincinnati.⁶³

Inter-collegiate athletics got its start during this

⁶¹ Parthenon, Nov., 1901.

⁶² Marshall Critic, June, 1897.

⁶³ Ibid.; Parthenon, May, 1899; Ibid., June, 1903; Ibid., June, 1905; Ibid., June, 1907.

period. The majority of the games, however, were played against high schools, Y. M. C. A.'s, and athletic clubs. As early as 1898 the college had a football team that played teams in Catlettsburg and other nearby towns. By 1901 the football squad played teams from as far away as Charleston. The 1902 "eleven" had a good season, defeating Huntington High School, Gallipolis, and Ashland; tying Ashland; and losing only to Charleston High School and Ashland. The 1903 team suffered a "disastrous defeat" at the hands of Gallipolis Academy; but went on to win some "notable victories," including a "crushing victory" over the Huntington "All Stars."

The Marshall teams had been known as the "Blue and Black," but by 1904 the "Green and White" colors had been adopted. Also by this year, Marshall began playing some college teams. After losing to Bethany College early in the season, the Green and White came back to defeat Georgetown College, Kentucky, in the "Thanksgiving Game." In the following year Marshall employed a professional coach for the first time. The team succeeded in winning from Ohio University by one point, but was thoroughly trounced by Miami University and the University of Kentucky. The 1906 team was undefeated, tying the University of Cincinnati and defeating Georgetown, Morris Harvey College, and several non-college teams.

Inter-collegiate baseball was not developed so rapidly as was football. A "Normal-Business" team defeated Huntington

High School, a Guyandotte team, and others in 1899. A regular Marshall College team emerged undefeated from a twelve-game schedule in 1902, including victories over the Huntington "Busters," Morris Harvey College, and Charleston High School. The Parthenon reported that "We were supposed to play Charleston High School but instead we played the 'pick of the town'. . . ." In the following year the Green and White again defeated Morris Harvey and other teams. The 1905 team lost to the University of Kentucky by one run, but defeated Marietta College once and Morris Harvey in two out of three games. During the next two years there was no varsity baseball team representing the college.

Not until 1906-1907 was a basketball team organized. It played two teams, one from Charleston and the other from another part of the state; but it was unable to gain a victory. As early as 1901 the intra-mural athletic program included football, baseball, golf, tennis, and croquet. By the following year Marshall had a baseball diamond, a football field, a croquet court, three tennis courts, and a golf course. The men's boarding clubs organized a baseball league. Track and field events were added to the intra-mural program and a "Field Day" was held. The events included the potato race; three-legged race; hurdle race; four hundred forty-yard run; broad jump; hop, step, and jump; high kick; high jump; shot put; hammer throw; and ball throw. The girls also competed

with each other in several of these same events, even including the shot put and hammer throw.

Tennis and basketball were women's sports at this time. According to the catalogue, basketball was quite popular for some time; but, during 1904-1905, it became less so " . . . because of the regulation skirt, which at best strikes about midway between the knee and the ankle." Fortunately there is no such handicap in girl's basketball today. In spite of this hazard of the game, or possibly because of it, the men began to take part in basketball by 1906. They also broadened the baseball schedule by organizing an inter-class league in 1906 and 1907.⁶⁴

The student "Athletic Association" supported both inter-collegiate and intra-mural athletics. It is interesting to note that as early as 1897 the association received contributions of \$5.00 from each of six business and professional men in Huntington.⁶⁵ It is said that this custom continues.

In May, 1907, the board of regents adopted a plan for the reorganization of the college. As recorded above, the

⁶⁴ Catalogue, 1901-1902, pp. 71 and 91-92; Ibid., 1902-1903, p. 110; Ibid., 1904-1905, pp. 125-126; Ibid., 1905-1906, pp. 118-119; Ibid., 1906-1907, pp. 127-128; Parthenon, Nov., 1898; Ibid., Apr. & May, 1899; Ibid., Dec., 1901; Ibid., May, June, and Oct.-Dec., 1902; Ibid., June and Oct., 1903; Ibid., June, Nov., and Dec., 1904; Ibid., May, June, and Oct.-Dec., 1905; Ibid., June, Nov., and Dec., 1906; Ibid., Jan., 1907; Mirabilia, 1908, p. 138.

⁶⁵ Marshall Critic., June, 1897; Mirabilia, 1908, p. 138.

title of "principal" was changed to that of "president."
The administration of Principal Corbly was near its end,
and the administration of President Corbly was about to
begin.

CHAPTER VII

THE ADMINISTRATION OF PRESIDENT LAWRENCE J. CORBLY (1907-1915)

In addition to changing Principal Corbly's title to "President," the plan adopted in 1907 altered the organization of Marshall College in many ways. The science department was divided into two parts: the department of "Physics and Chemistry" and the department of "Biology and Geology." The name of the professional studies department was changed to "Education." The history and civics department was changed back to the department of "History." Departments of expression, music, and art were established as integral parts of the main college. With the old departments of English, mathematics, Greek, Latin, German, and French, there were now thirteen regular departments in the college.

The title of the head of each department was officially made "professor." In addition to the thirteen professors, five assistant teachers were authorized. Two assistants were authorized for the English department and one each for the education, mathematics, and Latin departments. Five \$100.00 fellowships were established. The "fellows" were to act as assistant teachers and were expected to pursue "graduate" studies. The position of "Dean of Women" was created " . . . to provide more carefully for the welfare of the young lady

students." This was merely an additional duty for one of the professors, however.

The salary of the president was raised to \$2,500.00 per year. The salaries of the professors were raised from \$1,000.00 to \$1,100.00, with five exceptions. The education professor, who also served as "Superintendent of the Model School and Teachers' Training Work," received \$1,500.00. The salary of the professor who served as Dean of Women was increased to \$1,200.00. The art professor received \$600.00, while the expression and music professors received \$400.00. The remainder of their salaries was paid from the tuition fees from the separate courses in music, expression, and art. These separate courses were independent of the regular departments with the same names, although the professors taught in both. Any additional teachers in the separate courses were paid entirely by the tuition fees of the special students.¹

As in the first part of Corbly's administration, there were many important changes and developments in the college from 1907 to 1915. The main changes during the latter period, however, were of a different character from the changes in the earlier period. The first important change was in the administration of the school. The old board of regents of the state normal schools was replaced in 1909 by two new boards. These

¹ Catalogue, 1906-1907, pp. 7-8, and 11-12.

were the "State Board of Regents" and the "State Board of Control." The new board of regents had charge of all the purely educational affairs of the college. The board of control had charge of the general financial affairs of the school. The local executive committee, now called the executive "Board," had the immediate control of the financial affairs and such other matters as might be delegated to it.²

The second important change was in the standing of the school. In 1907 it was still strictly a secondary school.³ In the following year the legislature amended the school law pertaining to the normal department. Thereafter the diplomas issued to the normal graduates would be equivalent to "first grade" certificates, good for five years and renewable under reasonable conditions.⁴ These certificates were accepted in all of the public schools in the state except in a few of the larger cities. In the larger cities, the certificate holder might be required to pass an examination.⁵

By 1909 the quality of the work at Marshall was such as to give its graduates full credit for entering the freshman class in such universities as Michigan, Chicago, and Yale.

² Ibid., 1908-1909, p. 84.

³ Ibid., p. 23.

⁴ Acts of W. Va., Extra sess. of 1908, p. 182.

⁵ Catalogue, 1909-1910, pp. 11-12.

Many Marshall graduates were given advanced standing in the universities and were allowed to graduate in three or even two years.⁶ During the next year the college offered a regular "graduate" course for the first time. This was a one-year course intended especially for graduates of first-class high schools or of the normal course of the college.⁷

By 1911 it was the announced policy of the school to continue to strengthen its courses until they met the requirements of a "normal college." This policy was approved by the Board of Regents. In that year the regents incorporated the graduate course into the regular normal course by extending the latter from four to five years. They also changed the school year from the term to the "semester" plan. Thereafter the year was divided into two semesters, rather than three terms.⁸

In the spring of the following year the regents added another year of study to the college. This made a total of six years: four years of secondary academic work and two higher years of "professional" or academic work. The work of the two advanced years was intended to be the equivalent of college freshman and sophomore work, and the regents planned to improve the quality of the work so that it would be accepted

⁶ Ibid., 1908-1909, pp. 14-15.

⁷ Ibid., 1909-1910, p. 22.

⁸ Ibid., 1910-1911, pp. 12 and 23.

as such by first-rate colleges and universities.⁹

President Corbly was looking even further into the future when he stated that he would be " . . . very glad to see this school converted into a degree-conferring college. . . ." At the same time he recommended to the regents that provision be made whereby students who were financially unable to complete the new six-year course might take a shorter course. These students should receive a "Number One" teacher's certificate, but not a diploma.¹⁰

By 1913 the quality of the work at the college had definitely improved. Academic graduates who had carefully selected their courses during their years at Marshall were admitted as juniors in first-class colleges and universities. Normal graduates might be admitted a little below the junior class unless they decided to major in education.¹¹ By the following year Marshall graduates had been admitted as juniors at Randolph-Macon College, the University of Illinois, the University of Michigan, and other high-ranking institutions. The academic department now had a "Junior College" standing. President Corbly recommended once more that " . . . Marshall

⁹ Ibid., 1911-1912, pp. 12-13.

¹⁰ Report of the State Board of Control of West Virginia, 1911-1912, pp. 117 and 121. Hereafter cited as Report of Bd. of Control.

¹¹ Catalogue, 1912-1913, p. 73.

College should be made a 'College' in fact as well as in official name,--a degree-conferring institution."¹²

There were many other changes in the college program during these years, although none were so important as the rise in the standing of the school. In 1907 a course in "Manual Training," or art and sewing, was added to the normal department. Seven years later a regular "Home Economics" department was established and a start was made in equipping a domestic science "laboratory." Home economics was also offered as a separate course for special students, in the same manner as were art, music, and expression.¹³ The art department was called the department of "Manual Arts" during various years in this period.¹⁴ By 1914 the music department had added a course in "Public School Music" to its curriculum.¹⁵

In 1912 two new departments were established. The department of psychology included the formerly separate courses in that subject. The department of biology and geology was divided into two parts: the department of "Botany" and the

¹² Report of Bd. of Control, 1913-1914, pp. 644 and 649.

¹³ Catalogue, 1906-1907, p. 21; Ibid., 1913-1914, p. 70; Report of Bd. of Control, 1913-1914, pp. 643-644.

¹⁴ Catalogue, 1907-1908, p. 16; Ibid., 1913-1914, pp. 7-10; Ibid., 1914-1915, pp. 7-10.

¹⁵ Report of Bd. of Control, 1913-1914, p. 644.

department of "Geology and Geography."¹⁶ The departments of "Physics" and "Chemistry" were formed from the old combined department in the following year. At the same time an "Athletic and Gymnastic Department" for girls was organized. This department offered basketball, volley ball, tennis, gymnastic games, running, walking, folk-dancing, and German and Swedish gymnastics. All girls were required to take the athletic and gymnastic course. In 1914 a new department of "Review Work" was created. It offered a special ten weeks' course designed to include all subjects covered by the state examination for teachers.¹⁷ Thus, by the end of President Corbly's administration, the college was organized with eighteen departments.

The appropriations from the state increased rapidly in amount during these years. The legislature appropriated \$41,110.00 for the college in 1909, including \$20,000.00 for the purchase of additional land. The \$20,000.00 was appropriated with the condition that President Corbly should raise from private sources the remaining amount necessary to purchase the land. The governor cut \$10,000.00 from the sum, however, and the college did not acquire the land.¹⁸ The appropriation

¹⁶ Catalogue, 1911-1912, pp. 9-10 and 15.

¹⁷ Report of Bd. of Control, 1913-1914, p. 643; Catalogue 1913-1914, p. 92.

¹⁸ Acts of W. Va., 29th sess., p. 571; Report of Bd. of Control, 1909-1910, p. 285.

in 1911 rose to \$67,540.00 and in 1913 to \$193,000.00. The latter appropriation was unusually large for two reasons: it covered a period of two years and nine months instead of the usual two years and it included \$45,000.00 for a new building.¹⁹ In 1915 the legislature appropriated \$158,000.00 for Marshall, including \$45,000.00 for buildings and land. The latter item was vetoed by the governor, but it was appropriated by the legislature for the second time later in the spring. This time the governor approved the appropriation.²⁰

Prior to 1909 President Corbly had recommended at four distinct times that the legislature appropriate money for the purchase of the land between the campus and Fifth Avenue and bounded by Elm and Seventeenth Streets. When the action of the governor in 1909 made the purchase impossible, Corbly repeated his recommendation for the fifth time. He also recommended an appropriation for a library building, although he added that it was difficult to decide what the college needed most; a library, a science hall, a gymnasium, or a mess hall.²¹ In 1912 he repeated his recommendation for the purchase of the land along Fifth Avenue and suggested that the block east of the campus,

¹⁹ Acts of W. Va., 30th sess., p. 16; Ibid., 31st sess., p. 23.

²⁰ Ibid., 32d sess., p. 22; Ibid., extraordinary sess. of 1915, p. 632.

²¹ Report of Bd. of Control, 1909-1910, p. 285.

between Seventeenth and Eighteenth Streets, might be a wise purchase. By this time he had decided that a science hall was needed more than the other buildings, although he also emphasized the great need for dormitories for both men and women.²²

The \$45,000.00 appropriated in 1913 was used for the erection of a science building. This building was not completed, however, until shortly after the end of the Corbly administration.²³ In 1914 Corbly reported to the Board of Control that a gymnasium was the next most serious need in the way of buildings for the college. The \$45,000.00 appropriated in 1915, although designated for buildings and land, was used for completing the science building and erecting a gymnasium. The latter building was not completed until several years after Corbly's administration ended.²⁴

The number of teachers employed by the college during these years declined from twenty-seven in 1908 to twenty-three in 1911. However, in the last two years, 1914 and 1915, the size of the faculty increased to thirty. These figures included the expression teacher, the art teacher, and from three to six music teachers, as well as from seventeen to twenty-four teachers in the normal and academic departments. In 1914 a director

²² Ibid., 1911-1912, p. 130-132; Report of Regents of W. Va., 1911-1912, p. 60.

²³ Report of Bd. of Control, 1919-1920, p. 559.

²⁴ Ibid., 1913-1914, p. 654-655; Ibid., 1915-1916, pp. 597 and 609.

of athletics for women was added to the faculty. In addition to these, there were from five to eight teachers in the model school. The non-teaching staff paid by the state rose from only five as late as 1912 to seventeen in 1914. New offices which were created included vice-president, secretary, treasurer, "Preceptress," dormitory treasurer, assistant librarian, and head janitor.²⁵

For a short time at the beginning of this period the faculty included two professors who had received the Ph. D. degree. Five others had received the A. M. degree, and the remainder the A. B. degree, except for eight in the art, music, and expression departments. By 1915 there were nine teachers who possessed the A. M. degree, and only four without a degree of some rank.²⁶

In 1910 President Corbly reported that the primary need of the college was more money for returning the teachers already employed and for employing additional teachers. Two years later he again called for a decided increase in the salary fund. He also reported that he had made the heads of the departments responsible to him for the work in their departments; and he,

²⁵ Catalogue, 1907-1908, pp. 7-8; Ibid., 1908-1909, pp. 7-9; Ibid., 1909-1910, pp. 7-8; Ibid., 1910-1911, pp. 7-10; Ibid., 1911-1912, pp. 7-10; Ibid., 1912-1913, pp. 7-10; Ibid., 1913-1914, pp. 7-10; Ibid., 1914-1915, pp. 7-10; Report of Bd. of Control, 1911-1912, pp. 112-113; Ibid., 1913-1914, p. 638.

²⁶ Catalogue, 1908-1909, pp. 7-9; Ibid., 1914-1915, pp. 7-10.

in turn, recommended no teacher for election in any department against the protest of the head of that department. He had established this policy because

. . . it would be manifestly unfair to place under him the head of the department any assistant personally or professionally out of sympathy with him, or inefficient, and still hold the head of the department responsible for the work of his assistants.²⁷

In 1914 Corbly put his recommendation in stronger words when he wrote: "I not only ask for; I plead for, I urge with all the earnestness of common justice and fair dealing, for more money for the 'teachers of the teachers' of this state. . . ." By the end of his administration the average salary had been raised to about \$1,200.00 per year. The vice-president, athletic coach, head of the education department, and superintendent of the model school received from \$300.00 to \$600.00 more per year than the average; and the president received \$3,300.00 per year.²⁸

Due to the gradual rise in standing from a secondary school to a junior college and to the variations in the method of reporting the enrollment, it is difficult to arrive at any exact enrollment figures for these years. The total enrollment of the college decreased from a little less than eleven hundred

²⁷ Report of Bd. of Control, 1909-1910, p. 285; Ibid., 1911-1912, pp. 114 and 127.

²⁸ Ibid., 1913-1914, p. 653; Ibid., 1915-1916, p. 598.

students in 1907-1908 to less than nine hundred in 1914-1915. The number of students in the music department varied from fifty to three hundred; and in the expression department from ten to fifty. Up to the last year of this period the academic department enrollment varied from sixty to eighty, while that of the normal department varied from five hundred to six hundred fifty. Thus, the normal enrollment was usually about eight times larger than that of the academic department. In 1914-1915 there were ninety-five normal and academic students in the two college-level classes, eighty-seven in the music and expression departments, and three hundred sixty-one in the secondary or high school department. The summer school, listed for the first time in this year, had one hundred seventeen students. The enrollment in the model school had risen from one hundred sixteen in 1907-1908 to one hundred eighty-two in 1914-1915.

The number of graduates increased from sixty-eight in 1908 to one hundred twenty-one in 1912. In 1914, with the graduation of the first regular class to finish one year beyond the secondary level, the number of graduates dropped to sixty-eight. In 1915 the first regular class to receive a two-year college diploma had forty-five members. A small number of certificates in art, music, and expression were also awarded during these years.²⁹

²⁹ Ibid., 1909-1910, p. 286; Ibid., 1911-1912, p. 116; Ibid., 1913-1914, p. 73; Ibid., 1915-1916, pp. 599 and 605; Report of Regents of W. Va., 1911-1912, p. 66; Catalogue, 1907-1908, p. 16; Ibid., 1908-1909, p. 96; Ibid., 1913-1914, p. 106; Ibid., 1914-1915, p. 79.

Since the permanent establishment of the model school in 1902, the normal department had been emphasized more and more. By the latter part of the Corbly administration the normal graduates made up about three-fourths of each graduating class.³⁰ At the same time there was a growing preponderance of women in the graduating classes. Only ten per cent of the total number of male graduates since 1867 were graduated between 1900 and 1914. During this same period of fifteen years, eighty per cent of the total number of female graduates since 1867 were graduated.³¹ The average age of the graduates was a little higher each year, due to the gradual strengthening of the courses. By the latter part of the Corbly administration, the average age of the women in the graduating classes was twenty-one, while that of the men was about two years higher.³²

A large majority of the graduates entered the field of teaching. Of the two hundred ten graduates in the classes of 1911 and 1912, for example, one hundred fifty-seven became teachers, forty-five entered higher schools, and one became a preacher. Only about fifteen or twenty per cent of the students who attended Marshall were graduated, however. In addition to the two hundred ten graduates, more than one thousand other

³⁰ Catalogue, 1908-1909, p. 14.

³¹ Report of Bd. of Control, 1913-1914, p. 646.

³² Catalogue, 1908-1909, p. 15.

students attended the college, during the years 1910-1911 and 1911-1912, for periods varying from three months to the full two years. Over seven hundred of these came to Marshall to prepare themselves for teaching.³³ President Corbly reported that " . . . by far the larger increase the school contributes to the teaching force of the state comes not from its graduates, but from its undergraduate students."³⁴

The college continued to have a large and varied program of extra-curricular activities. Chapel exercises were now held once a week and lasted a half hour. A talk was added to the services, while the music continued to be made up almost wholly of "substantial old hymns." The services were compulsory for both faculty and students.³⁵

The lecture, or "Lyceum," course brought many new programs to the college. Musical programs were presented by the Colonial Octette, the LeBrun Grand Opera Quartet, the Kellogg-Haines Singing Party, and numerous other groups and individuals. The lecturers included Governor Johnson of Minnesota, Governor Guild of Massachusetts, Governor Glenn of North Carolina, Governor Hoch of Kansas, Senator Cannon of Utah, and the

³³ Report of Bd. of Control, 1911-1912, pp. 116-117; Ibid., 1913-1914, p. 646.

³⁴ Ibid., 1911-1912, p. 117.

³⁵ Catalogue, 1913-1914, pp. 99-100.

Honorable "Champ" Clark of Missouri, a former principal of Marshall College.³⁶

New features were added to the commencement week program, including piano and expression recitals, baseball games, art exhibits, club banquets, plays presented by the students in the language clubs and departments, lawn concerts, and receptions. The baccalaureate sermons were delivered by the Reverend Mr. Watson of Cincinnati, the Reverend Mr. Galpin of Pittsburgh, Professor Hoben of the University of Chicago, and other well-known men of the time. Among the outstanding commencement speakers were Doctor Foster of the University of Chicago; and "Champ" Clark, then the Speaker of the United States House of Representatives.³⁷

Several new student organizations had their origins during these years. "Die Deutsche Gesellschaft" was formed by the students in the German department in the fall of 1907. In this same year the girls in College Hall organized the "Current Events Club." The programs in this club included debates, reports, and discussions. The club was succeeded by the "Girls' Hall Club" in 1909. A new literary club for men, the "Senate," was founded in 1908. The members took part in

³⁶ Ibid., 1908-1909, p. 89; Ibid., 1910-1911, p. 112; Parthenon, Oct., 1907; Ibid., Apr., 1911; Ibid., Jan. 30, 1913.

³⁷ Catalogue, 1912-1913, pp. 101-102; Ibid., 1913-1914, p. 106; Ibid., 1914-1915, pp. 77-78.

debates, extemporaneous speeches, and discussions of current political and economic questions. The Senate combined with the Excelsior Club in 1910 to form the "Outlook Debating Club."³⁸

In the fall of the same year the students in the Latin and Greek departments organized the "Classical Alliance," which was soon changed to the "Classical Association." The college set aside a special room for the monthly meetings of the association and for storing the "collections" that were made by the members. By 1911 the students in the department of expression had organized the "Demosthenian Club" and the "Physical Culture Club." These were soon followed by "Peter's Club," a new boarding club for men. "Le Cercle Francais" had been organized by the students in the French department by 1914. A nine-piece "College Orchestra" was formed in the spring of 1915.³⁹

The varsity football team continued to be reasonably successful, winning half or more of its games during most of these years. Morris Harvey and Georgetown remained as regular opponents; and West Virginia Wesleyan College, Marietta College,

³⁸ Ibid., 1907-1908, pp. 122-123; Parthenon, Oct., 1907; Ibid., Feb., 1909; Mirabilia, 1909, pp. 92, 100, and 104; Ibid., 1910, p. 112; Ibid., 1911, p. 116.

³⁹ Catalogue, 1910-1911, p. 109; Ibid., 1913-1914, p. 91; Parthenon, Dec. 12, 1912; Mirabilia, 1911, p. 126; Ibid., 1912, p. 114; Ibid., 1916, p. 118; Report of Bd. of Control, 1913-1914, p. 648; Bulletin, 1915-1916, p. 49.

Transylvania College, and Glenville State Normal School (now Glenville State College) appeared on the schedules frequently during this period. The first game with Wesleyan was played in 1907, with Marshall losing by the score of 18 to 0. Wesleyan continued to be the only one of these teams to defeat Marshall consistently during these years. The Green and White did upset the Methodists in 1911, however, by the score of 14-0.

By 1910 nearly all of Marshall's football games were played against college teams. Marshall defeated Ohio University again, 9 to 5, and held the University of Kentucky to a 13 to 6 score. The Green and White won against Kentucky Wesleyan College, Muskingum College, and Davis and Elkins College; but lost to Virginia "Tech" and West Virginia University. The game against the university, played in 1911, ended with the close score of 17 to 15.

The new varsity basketball team had successful seasons until 1910-1911, but the sport was discontinued after that year. Basketball was revived for the 1912-1913 season; and, after a poor showing in that year, the team won over half of its games in 1913-1914. After that year the sport was discontinued again because of the lack of a suitable place to play. Most of the teams scheduled during these years were from high schools, athletic clubs, or Y. M. C. A.'s. One or more college teams were played each season, however. Marshall defeated Morris Harvey, Davis and Elkins, and Morehead State Normal School (now

Morehead State Teachers College), two times each during this period. The Green and White also won against Bethany and Allegheny Collegiate Institute, but was defeated by Marietta, Otterbein College, and the University of Notre Dame. The "Fighting Irish" won against the weak 1912-1913 Marshall team by the score of 27 to 9.

There were no regular varsity baseball teams in 1908 and 1909. After a poor season in 1910, Marshall had winning teams during the rest of this period. Five college teams were played in both 1910 and 1911, the others being professional teams from the Mountain State League, the alumni, and other non-college teams. After the latter year the number of college teams on the schedule was increased, so that almost all opponents were college teams in 1914 and 1915.

The Marshall baseball team's regular opponents during these years were Morris Harvey, Marietta, Wesleyan, West Virginia University, and Ohio University. Only West Virginia was able to defeat the Marshall nine consistently. The Green and White played many other colleges during these years. Marshall defeated Kentucky Wesleyan, Cincinnati, Transylvania, Fairmont State Normal School (now Fairmont State College), Concord State Normal School (now Concord College), Waynesburg College, Rio Grande College, and Michigan Agricultural College (now Michigan State College). The Green and White won one game and lost one against Roanoke College and the Chinese University,

of Hawaii; and lost to Georgetown, Muskingum, West Liberty State Normal School (now West Liberty State College), and the University of Michigan. Marshall had its best season in 1915, when the team defeated West Virginia University in two out of three games and won the state collegiate championship for the first time.⁴⁰

Marshall was represented by a varsity track team for the first time in 1912. At the first inter-collegiate state meet, held in that year, the Green and White placed second to Wesleyan and ahead of West Virginia University, Fairmont, Glenville, Broadus (now Alderson-Broadus College), and Salem College. In 1914 Marshall defeated Morris Harvey by the score of 63 to 33, and placed fourth in the state meet. In the following year the University defeated Marshall by a score of 84 to 38.⁴¹

The first annual intra-mural track and field meet, the successor to the old Field Day, was held in 1910. Class teams

⁴⁰ Catalogue, 1907-1908, p. 129; Ibid., 1910-1911, pp. 110-111; Ibid., 1911-1912, pp. 91-93; Ibid., 1912-1913, p. 91; Ibid., 1913-1914, pp. 92-94; Ibid., 1914-1915, p. 69; Mirabilia, 1909, p. 112; Ibid., 1910, pp. 133-134; Ibid., 1911, p. 142; Ibid., 1912, p. 128; Ibid., 1913, pp. 122, 126, and 134; Ibid., 1914., p. 123; Ibid., 1916, p. 146; Parthenon, Oct. and Nov., 1907; Ibid., Jan., Feb., and Dec., 1908; Ibid., Feb., Oct., and Nov., 1909; Ibid., Feb., May, Nov., and Dec., 1910; Ibid., Dec. 5 and Dec. 12, 1912; Ibid., Jan. 23 and Feb. 6, 1913.

⁴¹ Catalogue, 1913-1914, p. 93; Mirabilia, 1914, p. 121; Ibid., 1916, p. 139.

competed in the dashes, runs, broad jump, high jump, pole vault, hammer throw, shot put, and relay. By 1915 over sixty per cent of the men participated in either varsity or intra-mural athletics. The first intra-mural tennis tournament was held in that year.⁴²

The girls' intra-mural teams included the "Black Cats," the D. T.'s" and the "Hoo Hoo's." They also had an inter-class basketball league that included a women's faculty team. The "Girls' Athletic Association" organized baseball, tennis, and basketball teams, walking clubs, Indian club classes, hygiene lectures, "Swedish drills," and "harmonic movement" classes.⁴³

The Men's Athletic Association sponsored an "Athletic Carnival" each spring, beginning in 1911. In addition to athletic events, the carnival included minstrel, "freak," and "shadowgraph" shows, student plays, "fancy wand" drill, Irish jigs in costume, and booths for candy, peanuts, and confetti.⁴⁴

By 1908 a definite policy for athletics had been formulated. The rules stated that teams representing the college

⁴² Catalogue, 1914-1915, p. 69; Mirabilia, 1912, p. 140; Ibid., 1916, p. 142.

⁴³ Catalogue, 1912-1913, p. 91; Mirabilia, 1910, pp. 137-139; Ibid., 1914, p. 131; Parthenon, Mar., 1910.

⁴⁴ Catalogue, 1910-1911, pp. 110-111; Ibid., 1913-1914, p. 92; Mirabilia, 1912, p. 142.

should be composed only of "bona fide" students carrying a specified minimum number of hours in one of the regular courses. Any student who was academically deficient should be ineligible until the deficiency was made up. No member of any team should receive any remuneration for playing. Finally, Marshall should not schedule other teams that did not abide by these rules. In the following year an athletic fee of \$0.75 per semester was charged by the college to each student. This fee entitled the student to a ticket to all the athletic events.⁴⁵

In spite of the many cultural, social, and athletic activities on the campus, President Corbly stated that "The most decided objection we have to find to any considerable number [of the students] is the tendency to study too long hours, (a tendency we are trying to correct) . . ."⁴⁶ President Corbly and his successors evidently met with considerable success in correcting this tendency.

President Corbly retired at the end of June, 1915,⁴⁷ to enter business. Marshall College was then a thriving junior college. During the seventy-eight years of its existence, Marshall College, as an academy and as a college, had

⁴⁵ Catalogue, 1907-1908, p. 130; Ibid., 1909-1910, p. 84.

⁴⁶ Ibid., 1908-1909, p. 15.

⁴⁷ Report of Regents of W. Va., 1915-1916, p. 70.

gone through many changes and had made many improvements. There were many more changes and improvements in store for the institution in the following years, but Marshall was again a college in fact as well as in name.

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DISCUSSION

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